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ABSTRACT

This resource guide was developed to help new elementary and middle school counselors in Georgia plan and implement school counseling programs. It has been organized according to the required tasks in the Georgia School Counselor Evaluation Program. Sample forms, activities, and other information are included with each section of the guide. Further state guidelines regarding school counseling are appended. A section on program planning provides an outline and examples pertaining to the development and implementation of the school-based guidance plan and the counselor's individual plan of action. A section on counseling services provides information and examples pertaining to the implementation and development of counseling services. Information is included to help counselors coordinate individual and group counseling sessions; conduct and lead individual and support group counseling sessions; and evaluate the effectiveness of both kinds of sessions. A section on guidance services gives ideas, examples, and information for delivering classroom guidance, preparing and interpreting group tests, career and life development activities, transition services, and skill building groups. Also included are suggestions for ways to evaluate these services. The fourth section focuses on consultation and includes information about orientation to the consultation process, a model for consultation, and suggestions for delivering consultation services. Section V considers related topics, including ethics, professional development, and public relations. Three appendices contain: (1) a reprint of information on developmental stages of students; (2) Federal and state guidelines; and (3) lists of resources. (NB)

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Counselor's Resource Guide

Elementary

Middle

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Georgia Department of Education
Werner Rogers
State Superintendent of Schools

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Elementary-Middle School Counselor Resource Guide

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Heidi Baker, *Counselor, Cobb County Schools*
Joyce Bruner, *Counselor, Fulton County Schools*
Helen Cook, *Coordinator of Counseling, Telfair County Schools*
Gretchen Drachman, *Counselor, Gwinnett County Schools*
Joanne DuVall, *Counselor, Gwinnett County Schools*
Sara Giannakakis, *Counselor, Lowndes County Schools*
O.C. Hill, *Director of Counseling, Fulton County Schools*
Susan McCarthy, *School Counseling Consultant, Georgia Department of Education*
Genetta McKee, *Counselor, Fulton County Schools*
Jerry Roseberry, *Director of Student Services, Georgia Department of Education*
Franklin Shumake, *Former Director of Counseling, Fulton County Schools*
Lynn Smith, *Counselor, Hall County Schools*
Lynne Turley, *Counselor, Fulton County Schools*
Sailing Graphics by Dennis Giannakakis, *Assistant Principal, Lowndes County Schools*

Introduction

In 1990 the Georgia Legislature appropriated funds for school counselors in kindergarten through eighth grade (K-8). This resource guide has been developed to help new counselors plan and implement K-8 school counseling programs.

This guide has been organized according to the required tasks in the Georgia School Counselor Evaluation Program (GSCEP). The GSCEP serves as a role description for all school counselors (K-12) in Georgia's public schools. This guide has been developed as an aid in accomplishing these tasks. Sample forms, activities and other information have been included with each section, but counselors are directed to the GSCEP evaluation and resource manuals for more detailed information. Further state guidelines regarding school counseling have been provided in Appendix B.

Also provided in this guide is a section on related topics, such as ethics, professional development and public relations. We hope this guide will help school systems across the state implement balanced developmental guidance programs for their students.

Program Planning

This section parallels Task I of the Georgia School Counselor Evaluation Program (GSCEP). The purpose of guidance program planning is to design a program that reflects the needs of your students, staff, parents and community. The following pages provide an outline and examples pertaining to the development and implementation of the school-based guidance plan and your individual plan of action.

Program Planning

Planning is essential for the development of a balanced school counseling program based on the identified guidance needs of students and others at your school. Guidance program planning is explained in depth in the *Program Planning Guide: Georgia Comprehensive Guidance*. Ordering information is provided in Appendix C.

You should take the following steps when developing your school-based guidance plan.

1. Consult with others (such as members of a guidance advisory committee) who can help you assess needs and develop programs to meet those needs.

2. Review existing programs, goals and objectives. Your review should include state and local system guidance objectives or goals, school goals and available community services or needs.

3. Assess current needs by communicating with administrators, teachers and other staff members. Gather information from students and their parents through the use of formal surveys (see GSCEP resource manual for samples) or feedback sessions.

4. Consider your skills, time and resources in selecting the priority needs to be addressed. Build in success by limiting the initial scope of your plan.

5. Write a goal or objective for each priority need. These goals should be realistic and measurable. Goals and objectives should be limited to the highest priorities — usually from two to five goals.

6. Develop activities to address each goal. These activities should be developmentally appropriate (see Appendix A), use available resources and involve significant others (parents, teachers, etc.).

7. Develop evaluation criteria. These criteria should indicate whether each goal or objective is being achieved. The evaluation methods may be informal (e.g., teacher feedback about behavior change) or formal (e.g., questionnaire).

8. Develop your individual plan of action after the school-based plan has been written. If other personnel are involved in delivering the school-based guidance plan, your individual plan of action should include the specific activities for which you are responsible. The following areas should be addressed in your individual plan of action.

   - Individual counseling
   - Classroom guidance (career, personal/social, academic)
   - Small group counseling
   - Staff in-services
   - Teacher consultation
   - Parent consultation and education
   - Orientation for new students or student matriculation
   - Preparation for standardized testing and interpretation
   - Process for referral to other agencies

9. Implement your planned guidance and counseling program. Having written timetables or schedules will help you stay on target and let others know when you will not be available for other duties.

10. Evaluate your program. Evaluation should be ongoing, providing continuous feedback during all phases of implementation. The purpose of the evaluation is to provide data about the success of your program. The outcome of at least one goal or objective included in your plan should be evaluated for the following reasons:

- To provide evidence of the program's success
- To determine how and whether activities should to be modified
- To demonstrate your professionalism

Your evaluation becomes part of your needs assessment for the next planning cycle. Planning should be a continuous process to allow program modification whenever needed.

Program Evaluation

There are two types of evaluation: process and product. Process evaluation involves keeping a log of your activities. It will show how the program was actually implemented. This type of data is required for the GSCEP and for the Annual Report of Counseling Services required by the state (see Appendix B). The results of this evaluation will help you determine whether or not your program is balanced.

The other type of evaluation is product evaluation. Student outcomes are the primary products of your planned program. You need to know if your program and various activities are producing the desired results. If they are, you should plan to continue the activities. If not, your plan should be modified or discontinued. There are many ways to evaluate program outcomes. The following is a brief discussion of four of them.

Predetermined Criteria

This method sometimes uses performance indicators. Some product objectives are relatively easy to evaluate by using predetermined criteria. For example, if the goal was to improve the mental health of second-grade students, you could ask students to describe positive mental health and three ways they care for their own mental health. Performance indicators are used in the Georgia Comprehensive Guidance Curriculum.

Pretest-Posttest Comparison

This method is frequently used in graduate programs and special projects. Data are collected before the implementation of guidance activities and upon their completion. The observed differences in the two measures are then interpreted to show effectiveness.

Control Group Comparisons

Evaluation based upon participant versus nonparticipant (control) comparison is a more rigorous procedure used to determine cause and effect. The crucial questions regarding the cause of the observed performance cannot be answered except by the control group comparisons. Control group comparison provides evidence that guidance activities are the primary cause of the observed outcomes, but such comparisons are difficult to set up and implement.

Responsive Observations

This type of evaluation examines student and staff responses to their experiences in the program. Attitude surveys, structured reaction sheets and case study techniques can be used to collect this type of data. Case studies can provide a feel for what has happened that cannot be transmitted by examining hard outcome data. Be sure, however, that this type of evaluation is not interpreted as a collection of testimonials.

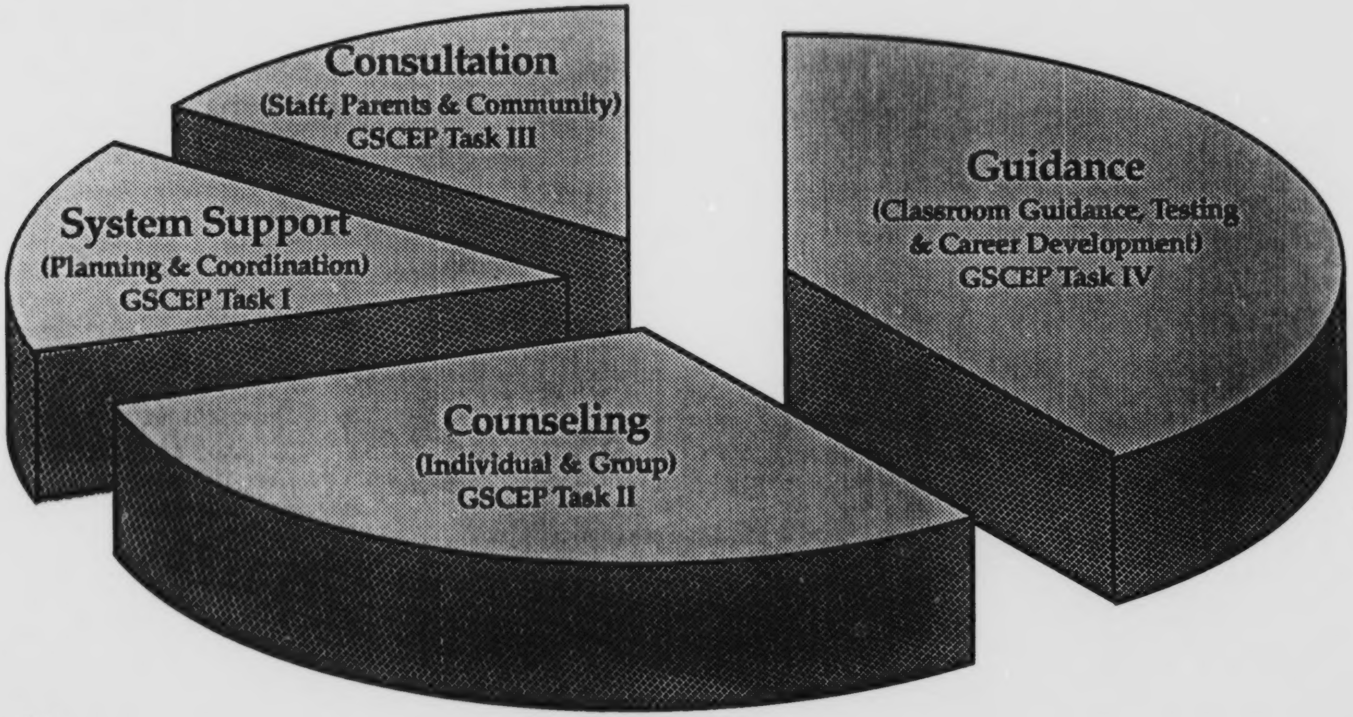
Counselor Function: Sample Balanced Program K-8

Planning and Coordinating	**Counseling Services**		**Guidance Services**			**Consultation Services**
	Delivery Modes					
	Small Group Counseling	***Individual Counseling***	***Classroom Guidance***	***Career/Life Development***	***Testing***	
Written Guidance Plan Individual Plan of Action Guidance Advisory Committee Evaluation Activities	Support Groups: Self Awareness Friendship Children of Addicts Divorce Loss/Death Self-concept Others topics	Crisis Personal Academic Planning	Guidance Curriculum Developmental Concerns Identified Needs Objectives Topics as Needed	Skill Building Groups: Test Taking Motivation Study Skills Listening Skills Others	Preparing Students Preparing Faculty Letters to Parents Interpretation to Parents/Faculty	Parent Conferences Parent Phone Calls Faculty Conferences SST Meeting System Specialist Conferences Community Specialists Other Resources Referral System
Coordinating Staff Development Teacher Groups Public Relations Guidance Newsletter PTA Programs Peer Leadership Programs In-school Committees System Committees Professional Development Activities Resource Materials Development Organizing Delivery of Services Supervision/Training of Interns	Coordinating Scheduling Referral System Appointments Forms Evaluating Feedback	Coordinating Scheduling Referral System Appointments Forms Feedback Evaluating	Coordinating Resources Scheduling Planning Evaluating	Coordinating Transitions Career Centers Career Awareness Bulletin Board Special Career Days/Weeks Planning Resources	Coordinating Planning	Coordinating Planning
% Time	*% Time*	*% Time*	*% Time*	*% Time*	*% Time*	*% Time*

Outcomes

School Counselor Tasks: A Quality Control System
Sample Distribution of time and resources

Based on the Georgia School Counselor Evaluation Program



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Excerpt from a School-based Guidance Plan

School-based Guidance Plan

School

Date

Goal/Objective: To increase the self-esteem of identified students at risk and to increase their study skills

Activities to accomplish this objective (include GSCEP functions involved)	*Personnel Involved*	*Time Frame (by when)*	*Expectation (expected outcomes)*
1. Form a committee to identify students at risk.	Asst. Principal	August 23	Committee formed
2. Identify students at risk by using a survey and student records.	Counselor	Week of September 18	Students identified
3. Notify parents of the availability of your special program.	Assistant Principal	September 18	Notification sent
4. Assign "Pride Power Partners" to identified younger students.	Counselor	Week of Sept. 13	Partners assigned
5. Provide special events for Pride Partners, such as holiday parties.	Counselor	9/13-6/3	Attendance Student/partner survey
6. Self-esteem group for primary students	Counselor	weekly in Oct.-Dec.	Teacher feedback
7. Study Skills Group for upper elementary students	Counselor	weekly Nov-January	Student survey Review of grades
8. Parent Workshop on building a success environment	Social Worker	Saturday, Oct. 1	Parent survey
9. Classroom Guidance on developing acceptance of self and others	Counselor	M-9/17-22; 1-9/25-30; 2-10/3-8; 4-10/19-26; 5-1-/29-11/2	Performance criteria specified in Guidance Curriculum Guide
10. Referrals to SSW and School Psychologist.	Counselor	As needed	SSW and School Psychologist feedback
11. Committee conducts formative evaluation and modifies program as needed	Asst. Principal/ Counselor	week of January 15	Program continuation or modification—parent, teacher, student feedback

Sample School Guidance Plan
199? - 199?

Needs:

A. The teachers identified, in priority order, the following areas of need.
1. Small group counseling
2. Crisis intervention/initial adjustment difficulties
3. Individual counseling
4. Classroom guidance
5. Parent education

B. The local school plan for improvement lists the following statements of need:
1. Sample Elementary is part of the Central Cluster of Schools chosen to pilot the County At Risk project. Student attendance consistently ranks among the lowest in the county. We have many students from dysfunctional homes which affects their progress at school.
2. State-mandated standardized tests and evaluations from the Educational Management System provide information about student strengths and weaknesses. By analyzing this data and providing the analysis to the faculty, decisions may be made about appropriate curriculum objectives, activities and materials.

Goals I: To identify and address the needs of those students at risk who exhibit personal, social and academic adjustment problems that lead to school dysfunction.

Developmental Objectives	**Activities**	**Time Frame**	**Evaluation**
Students will have improved self-esteem	REP/Chapter I support	All year	Pre-and Posttest
	Small group counseling	All year	Piers Harris Children's Self-concept Scale
	Administrator/counselor contact with students who are frequently absent	All year	Teacher/student/ parent feedback
	Pair with an adult friend	Dec-May	Improved grades
	Crisis counseling	All year	Improved Attendance

Goal II: To offer opportunities for parents to attend educational programs at the school or in the community.

Developmental Objectives	**Activities**	**Time Frame**	**Evaluation**
Parents will learn skills needed to encourage children at home	Parent education course (Active Parenting)	Jan-Feb	Written evaluation Parent conferences & feedback
	Parent conferences	All year	Parent attendance
Parents will learn skills needed to guide children to avoid drug use	Red Ribbon Week	October	Parent attendance
	Drug-Free Fair	October	Parent evaluation
	Classroom lessons	All year	Cooperative parent/ child activities
	DARE Program (5th grade)	Jan-May	

Developmental Objectives	**Activities**	**Time Frame**	**Evaluation**
Parents will learn skills needed to enhance self-esteem in children	Special parent meeting with consultant	Feb.	Parent attendance Written evaluation
	Letters to parents of identified at-risk students	Feb-May	Parent/student feedback

Goal III: To suggest strategies that will lead to improved student achievement

Developmental Objectives	**Activities**	**Time Frame**	**Evaluation**
Student will show improved study habits	Small group counseling	All year	Teacher/student/feedback
	Classroom guidance	All year	
	Individual counseling	All year	
Students will gain information on successful test-taking strategies	Parent conferences	All year	Improved grades and/or test scores
	Teacher consultation/Student Support Teams	All year	

Developing an Individual Plan of Action

This calendar represents various activities that many counselors conduct throughout the school year. These are only suggestions and may not be required activities for your local school. A first-year counselor may want to select the areas that are most critical when establishing a guidance program.

August

_____Begin development of written guidance program.
_____Present guidance program to faculty.
_____Run formal or informal needs assessment.
_____Set up guidance committee.
_____Consult with faculty on children with special needs.
_____Organize existing materials.
_____Budget and order new materials.
_____Organize counselors' calendar of meetings, dates, etc.
_____Plan a method for documenting services for yearly evaluation and annual report.
_____Advertise who you are and what you do.
_____Set up system for counseling referrals.
_____Establish referral procedures with system and community agencies.
_____Welcome and help register new students.
_____Make *welcome* bulletin board.
_____Provide icebreaker activities with faculty.
_____Send in presentation proposal or register for GSCA and AACD conferences.

September

_____Visit classrooms to present an orientation to counseling.
_____Plan schedule for communicating with principal and teachers.
_____Begin classroom guidance program.
_____Work with students on school adjustment.
_____Organize schedule for peer helpers.
_____Request referrals for small groups.
_____Consider writing a column for the school newsletter.
_____Plan a PTA program on counseling.
_____Review systemwide test results from previous school year.
_____Participate in open house activities.
_____Organize career/life planning resources.
_____Document services for annual report.

October

_____Begin small groups (topic groups, counseling groups, peer helper groups, etc.).
_____Continue classroom guidance.
_____Plan parent groups or parent education.
_____Help with parent conferences.
_____Identify students at risk academically.
_____Document services for annual report.

November

_____Continue regular program.
_____Update schedule for communicating with principal and faculty as needed.
_____Work with students at risk.
_____Attend GSCA conference.
_____Document services for annual report.

December

_____Continue and expand regular program.
_____Plan for National School Guidance and Counseling Week in February.
_____Document services for annual report.

January

_____Continue regular program.
_____Continue plans for National School Guidance and Counseling Week in February.
_____Prepare for schoolwide testing in spring.
_____Review needs assessment and re-evaluate all programs.
_____Continue newsletter if previously begun.
_____Document services for annual report.

February

_____Continue regular program.
_____Celebrate National School Guidance and Counseling Week.
_____Continue preparation for spring testing.
_____Continue parent groups or parent education.
_____Maintain contact with students at risk.
_____Document services for annual report.

March

_____Continue regular program.
_____Assist with schoolwide testing.
_____Attend AACD meeting if possible.
_____Help plan transition activities.
_____Document services for annual report.

April

_____Continue regular program.
_____Continue plans for transition program.
_____Document services for annual report.

May-June

_____Continue regular program.
_____Help teachers, students and parents interpret and evaluate test results.
_____Complete orientation programs.
_____Conduct evaluation of counseling program.
_____Send annual report to coordinator.

Sample Individual Guidance Plan

I. August
  A. New teacher orientation
  B. Register new students.
  C. Review needs assessment and write guidance plan.
  D. Meet with grade-level teachers.
    1. Classroom guidance schedule
    2. Referrals
    3. Child abuse
  E. Review previous year's SST records.
  F. Schedule classroom orientations — "counselor introductions."
  G. *Individual counseling: School adjustment and other personal, social and academic issues*
  H. *Parent consultation and conferences*
  I. *Teacher consultation*
  J. *Administrative consultation*

II. September
  A. *Initiate classroom guidance lessons.*
  B. Begin SST meetings.
  C. Develop PTA inspiration for open house.
  D. Inform teachers and parents of current year's guidance plan.
  E. Begin identification of students for at-risk project.
  F. *Submit monthly report to PPS.*

III. October
  A. *Begin fall small group counseling sessions.*
  B. Complete identification of students for project.
  C. Coordinate Drug-Free Fair and Red Ribbon Week Activities.
  D. Attend inservice on at-risk project.
  E. Attend counselor inservice on child sexual abuse prevention.
  F. Participate in Drug-Free Fair.

IV. November
  A. Begin Care Team meetings.
  B. Present at GSCA Fall Conference.
  C. Assist in teacher conferences.
  D. Host school visit by outside consultant on students at risk.

V. December
  A. End fall session of small groups.
  B. Begin plans for National School Counseling Week.
  C. Initiate intervention strategies for students at risk.

VI. January
  A. Begin winter small group counseling sessions.
  B. Offer parenting class.

VII February
   A. Teach test-taking skills in classroom guidance.
   B. Attend winter counselor's conference.
   C. Celebrate National School Counseling Week.
   D. Assist with consultant return visit for helping with at-risk students
   E. Help with Parent Education Night.

VIII. March
   A. Train teachers for standardized test administration.
   B. Help administer standardized tests.
   C. End winter groups.
   D. Help with teacher conferences.

IX. April
   A. Begin spring small groups.
   B. Help with International Week activities.
   C. Work with middle school counselors on fifth-grade orientation.

X. May-June
   A. Help parents and students interpret standardized test results.
   B. Summarize yearly SST meetings.
   C. Make SST follow-up list.
   D. Coordinate career month activities.
   E. Celebrate counseling by attending Counselor's Recognition Breakfast.
   F. Submit annual accountability project.
   G. Evaluate guidance program, make revisions and plan for the next school year.

All year activities are italicized

Sample Counselor's Plan Sheet

Counselor______________________________ Date____________________

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Counseling Services

This section parallels Task II of the Georgia School Counselor Evaluation Program (GSCEP). The following pages provide information and examples pertaining to the implementation and development of counseling services. Information is included to help you coordinate individual and group counseling sessions; conduct and lead individual and support group counseling sessions; and evaluate the effectiveness of both kinds of sessions.

Counseling Services

Coordination

An important function for any counseling program is to provide one-to-one and group counseling for students who may refer themselves or may be referred by concerned others. It is the responsibility of the counselor to schedule and maintain a record of individual and group counseling sessions. The scheduling of counseling appointments should be communicated and coordinated with classroom teachers. Counseling appointments vary according to school and student needs. Sessions may be rotated in order to accommodate other school schedules. The computer can be a real asset in coordinating counseling services.

Here are some suggested steps to follow when developing counseling services.

1. Choose or develop a referral form to be used by staff. The form should include space to identify reasons for referral.
2. Conduct in-service sessions for teachers during preplanning. Include discussion of the procedures to follow in referring students and appropriate types of referrals.
3. Develop a process to be followed by students for self-referrals. Provide a designated place for students to leave referrals. Many counselors hang a drop box on their door for mail.
4. Consider the regular classroom schedule when making individual appointments and setting group counseling times.
5. Inform students and teachers of the scheduled appointment.
6. Document counseling sessions. You may want to keep this record in a notebook or on an index card to use in follow-up consultations with parents and staff members. These records must be confidential.

Sample Counselor Referral Form

Circle: *Counselors' names and grade levels they serve*
____Individual counseling ____Small group

____
Date

____________________ ____________________ ____________________
Student Name Teacher/Grade Referring person

Degree of Urgency: Circle one Extreme Moderate Mild

Does child live with both parents? _____Yes _____No

Student's schedule
Lunch ____
PE ____
Music ____
Art ____
Reading ____
Math ____

If referring for small group counseling, check the need you believe is most urgent:
_____self-concept
_____self-control
_____handling anger
_____other_______________
_____study skills
_____peer relations
_____shyness
_____motivation
_____divorce

If referring more than one student to a small group, please number in order of priority based on child's needs. ____________ priority

Please check any specific observations that apply.
_____aggressive: ____argues frequently ____fights with students
____disrupts classroom activities
_____shy/withdrawn
_____fearful/anxious/easily upset
_____difficulty making friends
_____immature
_____poor study skills: __disorganized __lacks motivation __underachieving
_____easily distracted: __jumps from one activity to another
__daydreams __"messy" work __confused
_____chronically unhappy
_____overweight/underweight
_____other (please specify below)
Comments:____
____
____
____

Sample Counselor Referral Report

Student's Name________________________________ Sex__________

Telephone Number____________________ Grade/Section________________

Referred by_______________________________

Reason(s) for referral

_______Tardiness
_______Absenteeism
_______School adjustment
_______Suspension
______Home difficulty
______Peer relationships
______Health services
______Other

Explain the reason(s) checked:

Actions taken before referral

______Held individual conference with students
______Checked school record
______Sent note home
______Changed student's seat
______Made home visit
______Withheld privileges
______Held parent conference
______Lowered citizenship grade

Underline school personnel you have consulted.

Principal Assistant Principal Counselor Social Worker Librarian

Teacher's comments

____

is scheduled for
group counseling
on

Day:

Time:

Group counseling
is scheduled for

Day:

Time:

____
has a counseling
appointment
to see

____

Date:

Time

____

has a
counseling
appointment on

Date:

Time:

A Counseling Appointment

____________________has an appointment in the counseling office on______________________ at__________. If possible, please excuse from class.

____
Counselor

____
Time

A Counseling Appointment

____________________has an appointment in the counseling office on______________________ at__________. If possible, please excuse from class.

____
Counselor

____
Time

A Counseling Appointment

____________________has an appointment in the counseling office on______________________ at__________. If possible, please excuse from class.

____
Counselor

____
Time

A Counseling Appointment

____________________has an appointment in the counseling office on______________________ at__________. If possible, please excuse from class.

____
Counselor

____
Time

Sample Record of Counseling Intervention

Date________________________________

Time________________________________

Conferred with____

Student Name

regarding

____.

____

Student's grade level Homeroom teacher

Comments

Action Taken

Scheduled Follow-up

Sample Group Counseling Record

School ______________________________ Date ____________

Type of Group ______________________________ No. of sessions ______

Grade(s) ________ Meeting time ______________________ Session # ________

Student names

1. ______________________ 6. ______________________
2. ______________________ 7. ______________________
3. ______________________ 8. ______________________
4. ______________________ 9. ______________________
5. ______________________ 10. ______________________

Discussion Topics

____

____

____

____

____

____

Outcomes

____

____

____

____

____

____

Counseling Services

Individual

Counseling services are provided to individual students in areas of need. In an individual counseling relationship, students have an opportunity to explore developmental concerns as well as personal and academic problems.

Counselors establish supportive relationships through the use of listening skills and empathy. Counselors provide a nonthreatening atmosphere for expressing concerns and examining alternatives. Confidentiality must be maintained in order to establish a working trust level. As the counselor works with students, the recommended guidelines for maintaining confidentiality must be followed (see ASCA Code of Ethics in the Related Topics section).

If the counselor has not had training at the elementary/middle school level, further reading and consultation with colleagues about developmental stages of youth are strongly recommended. This will help the counselor learn techniques and methods that are successful with students at this age. (See Appendix A for further information.)

The counselor may move a student from individual to group counseling when deemed appropriate. The following steps are suggested when conducting individual counseling sessions.

1. Actively listen to the feelings and concerns of the student.
2. Help the student identify concerns and generate alternatives. Use strategies appropriate to the developmental stage of the student, such as puppetry for the younger student and journal writing for the older student.
3. Help the student formulate a plan of action and set goals.
4. Conduct follow-up sessions with the student and others as appropriate.

Sample Personal Assessment Form

_______I want people to notice me.

_______I want people to do more for me.

_______I want to be special.

_______I want some attention.

_______I want to be in charge.

_______I want people to do what I want to do.

_______I want people to stop telling me what to do.

_______I want power.

_______I think I have been treated unfairly.

_______I want to get even.

_______I want people to see what it is like to be hurt.

_______I want people to feel sorry for what they have done.

_______I want people to stop asking me to do things.

_______I want people to feel sorry for me.

_______I want to be left alone. I can't do it anyway.

_______I know I'll mess up so there is no point in trying.

Counseling Services

Group

Group counseling allows the school counselor to focus activities on particular needs exhibited by several students, whether developmental or crisis-oriented. Students often profit from the positive interactions peer support provides in small group sessions.

The types of small groups offered by a school counselor vary according to the needs of the student population. Groups focusing on changes in families, improving peer relationships and leadership training may be offered yearly. Topics such as stress management and weight control for students may not be priorities every year. Other topics may include, but are not limited to, motivation, self-concept, loss and behavior management.

Referrals for small groups come from several sources: parents, teachers, administrators, counselors, psychologists and the students themselves. Groups usually meet weekly or biweekly for 30 to 45 minutes, depending on age, the group's goals and the schedules of the students.

Group size is often determined by the age and purpose of the group. Most small groups include 5 to 8 students. A model student may be included in this number if it seems helpful to accomplish group goals. Model students demonstrate desirable behavior and are respected by their peers.

Parents may be notified of their child's participation in a small group either through teacher or counselor consultation, a letter from the counselor or both. Parental permission is recommended for groups that deal with sensitive issues such as changes in the family.

Here are some suggested steps to follow when forming groups.

1. Solicit referrals from staff, parents and students.

2. Develop a schedule of groups from the referral base you have received. Topics for groups may be identified as you examine the referrals or may be predetermined through a needs assessment process. Divide students by group topic and grade levels. Select the location for the group.

3. Notify parents about small group counseling as prescribed by local system policy. If there is no policy, a good rule of thumb is to inform all parents about the program through a letter at the beginning of the school year. The letter should describe the school's developmental counseling program, including information about group counseling (see sample).

4. Plan group goals, objectives and activities. Select materials and resources as needed.

5. Conduct group sessions. Keep a log or record of what is accomplished at each meeting. Provide folders for students in which to keep activities, contracts and other group assignments.

6. Evaluate the effectiveness of the group. Survey students, staff and parents for their feedback.

7. Using the results of the evaluation and feedback from teachers, decide which students will continue to participate in the group.

Sample Group Member activity sheet

Let me know about you......

Fill in the blanks with the first thing you think of. There are no right or wrong answers.

1. I think school ______________________________
2. Teachers ______________________________
3. I am happy about ______________________________
4. I get mad when ______________________________
5. Sometimes I worry about ______________________________
6. My parents believe ______________________________
7. I would like to ______________________________
8. I wish I were ______________________________
9. Some people think I am ______________________________
10. When I get older ______________________________
11. When I was little ______________________________
12. My dad ______________________________
13. My mom ______________________________
14. Families are ______________________________
15. My friends ______________________________
16. It's hard to understand ______________________________
17. Sometimes I'm afraid ______________________________
18. Brothers and sisters ______________________________
19. I really dislike ______________________________
20. Kids I know usually ______________________________

Sample Student Contract for Middle School

Name____________________________________ Homeroom__________ Date________________

1. Class (Grade)_________
    - A. Special Requirements (term paper, book reports, readings, etc.)
        - 1.
        - 2.
        - 3.
    - B. Amount of time to be spent on this course outside of class ____
    - C. Special study skill required ____________________
    - D. How is your grade compiled?
2. Goal (Attendance)
3. Goal (Behavior)
    - A.
    - B.
4. Road Blocks—These obstacles stand between me and my goals.
    - A.
    - B.
    - C.
5. Solutions
    - A.
    - B.
    - C.
6. Personal Rewards—Reaching these goals will benefit me in the following ways.
    - A.
    - B.
    - C.
    - D.
    - E.

Student Signature____________________________________

Parent Signature____________________________________

Counselor Signature____________________________________

Success Card

Goals				
1. Obeys classroom rules				
2. Follows directions with a good attitude				
3. Gets along well with others				
4. Uses class time wisely				

Total

Middle School Evaluation Form

Evaluation Sheet for Group Participants

Please evaluate our group sessions by circling the appropriate answers

1. Was the time spent in our group sessions worthwhile? Yes No
2. Did you learn anything about yourself through participation in this group? Yes No
3. Did you learn anything about getting along with others through participation in this group? Yes No
4. Given another opportunity, would you choose to participate in another counseling group? Yes No
5. Were you satisfied with your counselor's leadership in the group sessions? Yes No
6. Did you ever talk to anyone outside of the group about your participation? Yes No
7. Have you ever discussed our group with your parents? Yes No
8. Did you look forward to our meeting times? Yes No
9. Has there been any change in your behavior since you joined our group? Yes No

Additional comments:

Evaluation

I learned that...

I remembered that...

I enjoyed...

Group Member's Evaluation

1. This group helped me to be a better student. ☹ 😐 ☺
2. I improved most in______________________
3. I need to work harder in___________________
4. The group activity I liked most was___________
5. I learned or relearned_____________________
6. I wish we had__________________________

Group Member's Evaluation

1. This group helped me to be a better student. ☹ 😐 ☺
2. I felt OK about sharing my feelings in group. ☹ 😐 ☺
3. One thing I learned is____________________
4. I liked_______________________________
5. One thing I would change is________________

Sample Elementary School
25 Schoolhouse Lane, Sample, Georgia 30000

Dear Parents,

As part of our school guidance program, we invite students to participate in small group counseling sessions. Children who share a common concern meet together with the counselor to talk and express their feelings. The small group provides students with the support of other children and the counselor as they all work together for success in school. In our weekly meetings we will discuss questions of interest and concern to the children and take part in activities that help them learn to make decisions and solve problems. Some students who are comfortable with expressing their feelings in groups may be chosen to serve as role models for their peers.

Your child will have an opportunity to participate in group counseling this quarter. The groups began this week and will meet once a week for six to eight weeks. Each session lasts about 30 minutes.

I hope this group experience will help each student who participates. Please sign and return the attached form indicating your desire for your child to participate in this group. If you have any questions about the guidance program, I welcome the opportunity to discuss them with you.

Sincerely,

School Counselor

Sample Parent Referral Form

Please return to ______________________________ or your child's teacher.

I would like for my child, ____________________________, to participate in the following group.

______Decision making

______Family transition

______Motivation

______Peer relations

______Responsibility

______School behavior

______Self-concept

______Shyness

______Study skills

______Anger Management

______Other topics (list below)

____

____

____ ____________________

Parent Signature Date

Sample Elementary School
25 Schoolhouse Lane, Sample, Georgia 30000

Dear Parents,

Welcome to Sample Elementary School. As a new student in our school this year, your child will join with other new students for special orientation and welcome activities as a group.

New students will have the opportunity to meet each other, to get to know some of the school staff and to discuss concerns about their new school setting. As a group, students will meet with the principal, assistant principal and guidance counselor to learn what each one does. They will play get-acquainted games to learn each other's names and interests; they will work on a booklet about the school and new friends. One special project is a me-mobile, composed of the student's name, interests and other things he or she would like to share with others. If possible, please send a wire coat hanger to make this mobile. We appreciate your help.

If you have any questions about this group, please feel free to contact me.

Sincerely,

School Counselor

Sample Middle School
25 Schoolhouse Lane, Sample, Georgia 30000

Dear Parent or Guardian,

During this school year, your school counseling staff will be offering students the opportunity to participate in group activities. These activities are an excellent way for students to learn new skill, develop self-confidence, become more aware of how others see them, practice new behaviors and better understand how to deal with the many problems life presents.

The groups being offered this year include:
(List title and description of each group)

If you have any questions about any of these groups or any other part of the counseling program, please contact the school counselor, (Name), at (Phone). If you object to your child's participation in the activities described above, sign the statement at the bottom of this form and return to the school counselor.

Sincerely,

School Counselor

- -

I, ____________________, legal parent/guardian of ________________________ object to my son/daughter participating in some of the group counseling activities described in this letter. I request that my son/daughter not be included in the group activities checked (✓) below.

_____ (Group Name)

_____ (Group Name)

Signature ______________________________________

Date ______________________________

Guidance Services

This section parallels Task III of the Georgia School Counselor Evaluation Program. The following pages will give you ideas, examples and information for delivering classroom guidance, preparing and interpreting group tests, career and life development activities, transition services and skill building groups. Suggestions for ways to evaluate these services are also included.

Guidance Services

Guidance services as defined in the GSCEP Evaluation Manual are those interactions that focus on normal developmental issues and school-based processes.

Classroom Guidance

Classroom guidance is directed at helping all students by teaching lessons on topics that are developmental and preventive. Topics range from dealing with peer pressure to improving study skills. Classroom guidance topics should be related to the identified goals and objectives in your school-based plan. (See Section I.)

A variety of activities is available through the Georgia Comprehensive Guidance Curriculum, which consists of developmentally sequenced goals and objectives and corresponding classroom activities. Commercial guidance curricula are also available. (See Appendix C.)

Coordinating Classroom Guidance

A significant part of classroom guidance involves working collaboratively with the school staff to plan and schedule lessons in the classroom. Guidance lessons are scheduled on a regular basis in the classroom. They may also be scheduled in response to a particular need (e.g., a crisis in the school or a cheating incident.)

Scheduling can easily be coordinated during team or grade-level faculty meetings. The following survey for teachers may help provide directions for scheduling classroom guidance lessons.

Dear Teacher:

I need your help in planning classroom guidance. Please fill out the following form. Thank you for your cooperation.

1. What are your priorities for classroom guidance? Choose five.

____self-concept
____drugs
____divorce
____making choices
____test taking
____stealing
____fighting
____death
____responsibility
____personal safety
____teasing
____feelings
____anger
____stress
____lying

Other____

2. List your classroom schedule and a time you would prefer classroom guidance.

____

Evaluation of Classroom Guidance

After a classroom guidance lesson or unit has been completed, an evaluation should be conducted to determine its effectiveness.

Evaluation of classroom guidance may be accomplished in many ways. Some of the ways experienced counselors use include: feedback from teachers, parents and students, observed behavior change, work samples, or tests of the competencies taught.

Sample Classroom Guidance Plans

I. Orientation to Counseling Programs
   - A. Introduction of self and your family, interests, hobbies, background, etc.
   - B. Ask: What does a counselor do? Discuss various roles and with whom you work.
   - C. Ask: How do you get to see a counselor? Discuss procedures, referrals, what you talk about with a counselor, etc.
   - D. Needs assessment: Could be written or discussed.
   - E. Sign up for groups offered.
   - F. Counseling program — what's to come this year.

II. Loss: Could be presented to a class on the occasion of the death of a teacher, student, parent, etc.
   - A. Discuss losses of all types. Ask students for examples of things they've lost.
   - B. Discuss stages of feelings about loss and how we fluctuate between feelings. Present all feelings as normal.
   - C. Discuss how our society deals with loss: ceremonies to help grief and change, including funerals, graduations, parties.
   - D. How do we treat individuals experiencing loss? (cards, food, flowers, gifts, calls, visits, etc.)
   - E. How do you want to treat __________ in our class as they deal with loss?

III. Problem Solving/Decision Making (Two class periods)
   - A. Discuss the numerous decisions made in a day (what shirt to wear; what to eat; whether to listen to teacher, study or not, etc.). Read a story about the "Day in the Life of ________."
   - B. Discuss "How People Approach Problems."

Run Away	Avoid	Create New Problem	Use Model

   - C. Teach Problem Solving/Decision Making Model.
   - D. Using a poster of the model, reinforce the steps using an example suggested by students.
   - E. Break class into groups and let each group solve a problem. (You can put problems on cards or students can create their own problems. A reporter from each group tells the class later of the group's process using each step.

The same model can be used with a class when discussing stealing, cheating, scapegoating, bullying, etc.

Interpersonal
Relations
Goal A
P. I. 1,2,3
Grade 1

Listen to Me

(First-Grade Georgia Comprehensive Guidance Curriculum)

Interpersonal Relations

Goal A: Students will develop and incorporate those listening and speaking skills that will allow them to communicate in their daily lives..

Competency: Students will describe those methods that enable them to speak so they can be understood by others.

Performance Indicators: Students will be able to: (1) discuss that there are ways of "speaking" other than talking; (2) describe those preliminary skills that are necessary before actual verbalization; (3) describe those speaking skills that will enable them to be understood by others.

Activity Objective

Student will be able to discuss other ways of speaking, to describe preliminary skills before verbalization and describe speaking skills.

Activity

Total time: Two class periods

Suggested Subject Matter Area: Language Arts, Social Studies

Materials/Resources: Tape recorder

Educator's Preparation: Knowledge of how to work a tape recorder; familiarity with entire activity

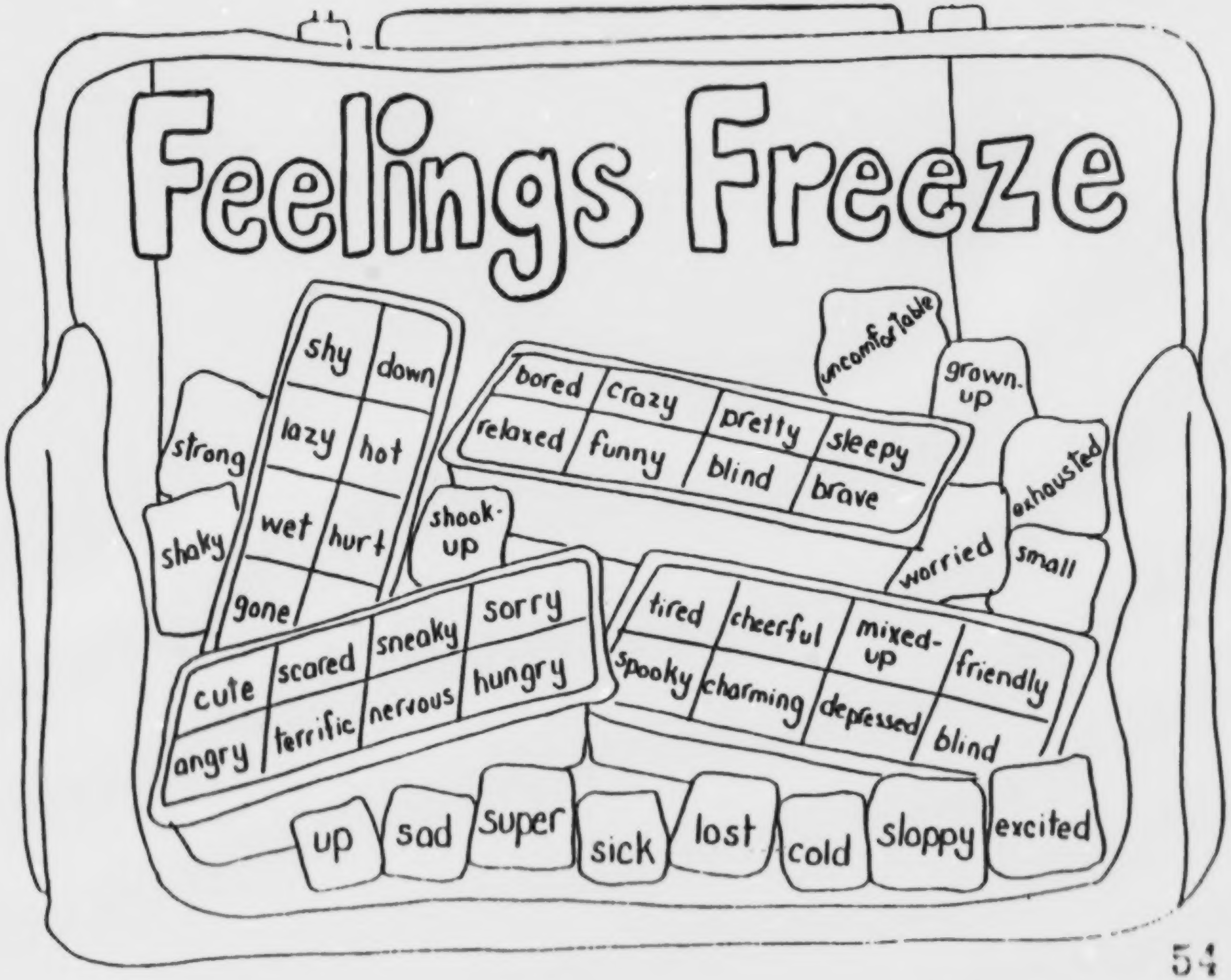
Directions

Open with a demonstration of three different ways of speaking: talking, body language and sign language. Have children identify each form of speaking. Have children demonstrate the different forms while the other children guess which manner of speaking is being demonstrated. Then talk about the skills that are necessary before actually talking. Have children demonstrate these skills (e.g., raising your hand before talking, waiting for your turn to speak.)

In the next class period, talk about the correct speaking skills. Tell the children how important it is to speak distinctly at an adequate voice level, to stay on the subject and not to interrupt. After the discussion show students a tape recorder. Explain how it works and then record each child reading a sentence. Play the tape back and let children hear how their voices sound.

The supplementary page may be used to demonstrate nonverbal communication. Tell the students, "I want you to feel—." Students have 10 seconds to express this feeling and then are told to freeze until another feeling is chosen.

III—6


Feelings Freeze
shy
down
lazy
hot
wet
hurt
gone
strong
shaky
shook-up
bored
crazy
pretty
sleepy
relaxed
funny
blind
brave
uncomfortable
grown-up
exhausted
worried
small
cute
scared
sneaky
sorry
angry
terrific
nervous
hungry
tired
cheerful
mixed-up
friendly
spooky
charming
depressed
blind
up
sad
super
sick
lost
cold
sloppy
excited

Self-
Understanding
Goal A
P. I. 1
Grade 8

Things for Fun

Self-Understanding

Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Competency: Students will distinguish between things that are helpful and things that are harmful to mental health.

Performance Indicator(s): Students will be able to provide examples of things that are harmful to mental health.

Activity Objective

Students will discuss some things that are harmful and helpful to mental health.

Activity

Total time: One class period

Suggested Subject Matter Area: Social Studies

Materials/Resources: None

Educator's Preparation: Familiarity with entire activity

Directions

Ask the students what is meant by the old saying, "All work and no play make Jack a dull boy." How would you feel if this were you instead of Jack? Would you become a dull person if you had no time for play? What do you do for leisure time? How would you feel if you could no longer do things for fun but had to work all the time except for sleeping and eating?

Discuss the term *mental health.* Have students give examples of what they feel mental health is (e.g., feeling good about oneself). Point out how leisure time is essential for good mental health. Have students give examples of other things that could be harmful to their mental health, including misuse of drugs and/or alcohol, situations involving great stress or anger, habitual worry and grudges.

Evaluation

Students should be able to provide five examples of things that are harmful and helpful to mental health.

Guidance Services

Group Testing

Counselors can provide supportive assistance in the overall state and local standardized testing programs. Counselors should discuss their role in the testing process with their administrators during the pre-evaluation conference when reviewing the GSCEP.

Counselors may be asked to prepare the staff, students and parents for the testing program. Types of activities that may be used to help with test preparation are listed below.

- Classroom guidance activities on test-taking skills to enhance student confidence when taking tests
- A school newsletter article on the testing schedule and tips for parents
- A community newspaper article
- An in-service for teachers addressing appropriate testing environment or interpretation of test results

Counselors serve as a resource for teachers, helping them interpret results and address implications for classroom instruction. Counselors also plan meetings for parents to discuss their children's test results. They may be asked to work with staff on a plan to enhance the overall school test results. A sample agenda for a test interpretation meeting for parents, a classroom guidance activity on test interpretation and a summary follow.

Sample Agenda for a Test Interpretation Meeting for Parents

1. Introductions and welcome
2. Hand out test result profile sheets. Using an overhead, explain what all scores mean.
3. What does this mean to me as a parent?
    - A. High achievement
      Strengths to be reinforced through encouragement, special projects, camps, etc.
    - B. Low achievement
      Areas in need of improvement through tutoring, testing, encouragement, summer school, etc.
4. Putting this into perspective
    - A. Only one piece of the puzzle
    - B. Need for many scores over years
    - C. Questions and answers

Classroom Guidance Activity on Test Interpretation

1. Make transparencies of a sample test report.
2. Explain test interpretation to students and discuss why it is important for them to understand their scores.
3. Discuss with students the definitions of terms used in the printout.
4. Discuss each score on the sample test report and ask students to look at their scores.
5. Have a question and answer session.
6. Send report home to parents.

Test Interpretation Made Easy

Good tests that are properly used can help teachers guide the instruction of children, help children learn more efficiently and help you understand your child's progress. A clear understanding of your child's test results will make this process easier.

Achievement tests are used to measure what a child has learned in a subject. Schools often compare what your child has learned with what other children have learned. Scores on tests such as the California Achievement Tests or the Iowa Test of Basic Skills are given meaning when they're compared with a norm group of students who took the same test. These tests are called norm-referenced tests.

Scores on norm-referenced tests are generally reported as "grade equivalents" (GE) or "percentiles" (PR). The grade equivalent of a given raw score on any test indicates the grade level at which the typical student makes this raw score. The first number stands for a grade in school; the second for a 10th of a year.

An important concept to remember when dealing with grade equivalents is that a high GE does not mean your child should move up to a higher grade. For example, if a fourth-grade student did very well on a fourth-grade math test and received a score of 7.5, that would mean that the student correctly answered the same number of questions on the test as an average seventh grader might have answered on the same test. It would not indicate that such a student has any of the math skills taught in fifth, sixth or seventh grade, because these skills were not measured by the fourth-grade test.

Percentile ranks indicate the status or relative standing of a student in comparison to other students. The scale ranges from 1 to 99 and indicates the percentage of students who earned higher or lower test scores. For example, if a student earned a percentile rank of 70 on a particular test, it means that he or she scored better than 70 percent of the students in the norm group and that 30 percent scored as well as or better than the student.

Criterion-referenced tests differ from norm-referenced tests in that they focus on what a student knows rather than how the student compares with others. The scores on these tests are reported by "objective mastery" and "scaled scores."

Mastery of an objective means answering correctly a set number (criteria) of items for each objective. For example, a child would have to answer six out of nine questions to master approximately 100-300. Scaled scores are developed based on the number of test items answered correctly, not objectives mastered. These scores are used primarily to identify students who need additional instructional support (such as tutoring) in reading and/or math.

Guidance Services

Career/Life Development

The counselor's responsibilities in the area of career/life development include helping students understand themselves in relation to their current environment and future possibilities. In the elementary and middle school years emphasis is on self-understanding, transition and career awareness. Activities that counselors conduct in these areas center around information services, orientation and skill-building groups.

Information Services

Information services at the elementary and middle school levels include discovery of information about self and the world. This discovery can be accomplished by activities such as the following.

A. Classroom guidance activities
B. Special career emphasis
    1. Videos on various careers
    2. Speakers from PTA and community resources
    3. Computer guidance programs
    4. Shadow Day (student goes to work with parents)
    5. Bulletin board on careers
    6. Career dress-up day (student, parents and teachers dress up in career outfits)
    7. Career fair (students learn about various careers at areas set up with speakers, videos and/or displays)
C. Career course (a course that counts as an elective)
D. Career center

A sample classroom guidance activity, letter to resource speaker and a worksheet containing possible questions that might be asked of the resource speaker follow.

Sample Career Classroom Guidance Activity

1. Write occupation titles on small index cards.
2. Pin index cards on the backs of students' shirts.
3. Students then go among the group asking questions about an occupation that can be answered with "yes" or "no." For example, a student trying to guess the occupation pinned on his or her own back may ask: (a) Do I work inside a building? (b) Do I wear a uniform? (c) Do I work with people?
4. Play this game until all students have guessed their occupations.

Sample Middle School
Sample, Georgia 30000

Dear____________________

We appreciate your willingness to participate in Career Week at Sample Middle School. As discussed in our conversation, we are expecting you on___________________________.

Our primary purpose in these presentations is to increase students' awareness of career choices available to them. Accurate first-hand information is crucial to helping them make the best decisions for themselves. Students will discuss with their teachers and peers what they have learned.

The following information would be beneficial to the students.

Job duties
Working conditions
Salary ranges/benefits
Education/training required
Advantages/disadvantages of job
Personal satisfaction from job
Typical day/week
Job outlook

Please present your career in whatever way is most comfortable to you. Middle school students respond well to visual materials and direct examples. The students will be interested in all aspects of your career. The students and their teachers may ask you questions if time permits. Enclosed is a work sheet which contains questions most frequently asked by middle school students.

Again, we appreciate your willingness to involve yourself in Career Week. Please contact me if you have any further questions.

Sincerely,

Ima Goodcounselor

Speaker Information Sheet

Name ______________________ Speaker ______________________

Occupation ______________________ Field ______________________

Job Duties ____

Working Environment____

Salary Ranges and Benefits____

Training, Education (Could on-the -job training be substituted?) ______________________

____

Is there a good outlook for this job, or are there too many people in the field now?______________

____

Are computers used in this occupation?____

Could you easily move from one job to another in this occupation? ______________________

What made you go into this type of work?____

How long have you been in this particular occupation? Are you planning to stay in it? __________

____

Does this occupation involve working mainly with people, things or a combination of both? ______

What school subjects would help in this career? ______________________

Do you use science, English, math and/or Social Students in this job, and if so, how?

____

What do you like best about your job? (Advantages)______________________

____

What do you like least about your job? (Disadvantages)______________________

____

What other fields of work use the same or similar job skills? ______________________

____

What kinds of activities could we participate in or what kind of organizations are there for this occupation?

____

Where could we write or visit to obtain more information on this career? ______________________

____

Transitions

Counselors can be valuable in helping students in times of transition. First school experiences, transferring from one grade level or school to another, changing teachers and entering different programs are transitions that affect elementary and middle school students. Many of the school staff coordinate and participate in activities that are intended to promote smooth transitions. Counselors should discuss their role in these activities with their administrators. Careful planning and coordination well in advance will help make transitions go smoothly.

The activities listed below may be implemented by the counselor in the school transition process.

1. Plan an orientation program to the new school. The orientation may include music, cheerleaders, a tour of the building, student explanations, introductions of staff, snack, a small gift (pencil, buttons), a slide show, etc.
2. Plan a shadow day in which a younger new student can be paired with an older student to shadow for a day in the new school. The new student can participate in some of the older student's daily activities.
3. A former student of an elementary school can return to the school with the counselor to share information on a new school.
4. Older students can write for a booklet or newspaper for younger students.
5. Counselors can meet with teachers of rising students to exchange information and share procedures and concerns.
6. A parent orientation night can be scheduled in the spring and the fall to share curriculum information, question and answer time and an overview of the school.

The following sample orientation questionnaire includes the type of information that could be shared during a typical school orientation process.

Sample Orientation Questionnaire
Everything You Ever Wanted to Know About Sample Middle School and More...

1. What are the SMS school colors?
2. What is the SMS school symbol?
3. a) Who is the principal?
   b) Who are the three assistant principals?
4. What are the school hours?
5. How many 6th-grade classes are at SMS?
6. Are there counselors at SMS? How many? Name them.
7. List a few of the class rules. (They may be posted in the room or you may ask your buddy.)
8. Are the teachers helpful and are the assignments clearly explained?
9. a) Are the students prepared for class?
   b) What is the teacher's reaction to a student who is not prepared?
10. a) What differences do you notice between these classes and your regular classes?
    b) What are some similarities?
11. a) When can you use the locker?
    b) Where are the lockers located?
    c) What are they used for?
12. What is the program for the gifted called?
13. a) Is there a clinic?
    b) What happens if a student feels ill?
14. What are exploratory classes? Name 10. (Ask your buddy or other 6th grader at lunchtime.)
15. How is the cafeteria different from yours?
16. a) Name the teachers you visited today and what they taught.
    b) What are teacher teams in the 6th-grade?
17. What is the dress code?
18. Are there any sports activities for the 6th-grade?
19. What organizations (clubs) are available?
20. Are there any social events? Name a few.
21. What did you learn about SMS from visiting our school today?
22. List three differences between elementary school and middle school.

Sample Form for New Student Group
Your New School—What's It All About?

Who, What and How at Sample Middle School

1. Who is the principal?
2. Who is the assistant principal?
3. Who is the ILT?
4. Who are the counselors? Where are their offices?
5. Who are the media specialists?
6. Who is the basketball coach?
7. Who is the cheerleader sponsor?
8. Who is the career education paraprofessional? Where is her office?
9. What is the school symbol?
10. What are the school colors?
11. What do you do if you feel sick while at school?
12. What do you do if you come to school late?
13. What do you do if you have to leave school early?
14. What do you do if you have been absent from school?
15. Where can you buy school supplies at school? When?
16. What do the counselors do? How do you get to see them?
17. Do you have a choice of foods at lunch? What are they?
18. Where is the "lost and found"?
19. How many grades are there?
20. What high school does SMS feed into?
21. What grade do you have to be in to be on the basketball team?
22. Where can you make a phone call during the day?
23. What sports can 6th and 7th graders participate in?
24. What is PROBE?
25. What are peer helpers and tutors?
26. If you miss the bus and your parents are picking you up, where do you meet them?
27. What are exploratories? How often do you change exploratories?

Sample Form for New Student Group

New at Sample Middle School? You're Not Alone!

Name ____

Homeroom ____________________ Teacher ____________________

When did you come to SMS? ______________________________

Where did you go to school before you came here? ____________________

____

What was the hardest thing for you to get used to when you started school here? __________

____

Write one good thing about SMS. ______________________________

____

What would you like to change about SMS? ______________________

____

Write one thing you wish you had been told before you started school here. __________

____

What are your hobbies and interests? ______________________

____

Sample Form for Study Skills Group

Name: ____________

Homeroom: ____________

Week: ____________

	Yes	Most	Partly	No
I met my goal this week.	____	____	____	____
My assignment notebook is complete.	____	____	____	____
All of my assignments were done on time.	____	____	____	____
All my work was turned in on time.	____	____	____	____
I was on time for all my classes.	____	____	____	____
I came prepared to all my classes.	____	____	____	____
My classroom behavior was excellent.	____	____	____	____
TOTAL	____	____	____	____
	Gold	Silver	Red	Green

Grades I got back this week ____

____

____

Sample Form for Study Skills Group

Goal of the Week

Goal Setting

A good goal is one that meets the following five conditions.

1. You must be specific: Tell exactly what you plan to do and when and how.
2. You must make the goal realistic something that is possible for you to do.
3. You must make it something you can do yourself. Others can help you, but you are responsible.
4. You must be able to measure your success. That is, you can say, I did, or I didn t.
5. You must begin your goal statement with I will.

Practice Goals

1. ____

2. ____

Choose one of your practice goals to work on this week.

Sample Form for Study Skills Group.

Why Do Schoolwork?

1. Practice makes perfect!
2. Schoolwork shows what you know before you move on or learn something else.
3. Doing schoolwork regularly keeps you prepared for tests: studying for tests is EASIER!
4. Doing your schoolwork makes your report card look nice and makes everyone happier!
5. Doing your schoolwork prepares you to be a good contributor to class discussions.

Hints for Homework

1. Do assignments that are due the next day FIRST!
   or
2. Do your hardest/most difficult/most unpleasant assignment FIRST.
3. Plan to spend at least an hour every day on homework. Give yourself a short break after every 15 to 20 minutes of work, but DO NOT watch television during your break!
4. Study at the same time and same place every day.
5. Check your homework and correct any mistakes.
6. Put the homework to be turned in the next day in a place where you won't forget to take it to school.

When You Make a Low Grade

1. Find out exactly what you did wrong and why.
2. Learn what you didn't know.
   or
3. Talk to your teacher and ask that the lesson be explained ONE MORE TIME.
4. Get someone else to work with you until you understand the lesson. The one who helps you can be a friend, a relative or a tutor.
5. *Don't give up! Keep on trying!*

Sample Evaluation Form for Skill Building Groups

Group Member Evaluation

1. How helpful was the group to you?

____Did not help ____Somewhat helpful ____Very helpful

2. Would you like to be in a group again? ____Yes ____No

3. Your group leader

____does not understand what you say.

____understands what you say most of the time.

____really understands what you say.

4. What are your feelings about the group?

____A waste of time

____Just to get out of class

____Somewhat worthwhile

____Really worthwhile

5. What are the things that you like about the group?

6. What are the things that you wish could be different about the group?

7. What did you learn in the group?

Consultation

This section parallels Task IV of the Georgia School Counselor Evaluation Program (GSCEP). The role of the counselor in consulting is varied. It may consist of sharing information, being an impartial listener, advocating for the student and suggesting alternative interventions. The relationship of the counselor as consultant to staff, parents and community resources is a collaborative one. This section includes information about orientation to the consultation process, a model for consultation and suggestions for delivering consultation services.

Consultation

School or System Staff

Staff Orientation—Help the staff understand consultation and orient them to your role as a consultant. Stress the collaborative nature of the consultation process.

Discuss times when consultation is appropriate (e.g., sudden changes in student behavior, drop in grades, changes in appearance, sleeping in class).

Procedures for conducting consultation may vary. For example, individual consultations with a faculty member may occur spontaneously (e.g., in the hallway) or specific times may be scheduled on a regular basis. One vehicle for providing consultation is serving as a member of the student support team (SST) in your school.

A Model Format for Consultation

Step 1—Identify the problem.

Step 2—Analyze the problem. Be especially sensitive to feelings, specific behaviors that are occurring and what has already been done.

Step 3—Generate strategies for intervention(s) (e.g., behavior contracts, role playing, referral for counseling services, classroom management).

Step 4—Set a time for implementing strategy(ies).

Step 5—Be supportive of the teacher during the intervention period.

Step 6—Follow up. Check progress and determine if additional strategies are needed.

Documentation

Documentation is very important because it is required by the GSCEP and for the System Annual Report of Counseling Services. (See the GSCEP Resource Manual and Appendix B.) Two common procedures used by counselors include keeping a log to record consultations and setting up a card file of contacts.

Staff Development

As a part of consultation to school staff, some counselors provide staff development on topics of interest (not a requirement of the GSCEP). Programs should be planned around identified needs and may include topics such as classroom management, parent conferencing, teacher-child communication, etc. Speakers may be arranged for these presentations or the counselor may conduct the session.

Sample Role Statement

Consulting is a process by which significant adults in a child's life communicate about that child. Consultation occurs when one needs assistance or information that will increase his or her effectiveness in working with the child. It involves coordinating and exchanging information, joint planning and collaboration.

The consultant considers all available data and (keeping in mind the uniqueness of the teacher and the individuality of the child) offers suggestions about future interventions.

The counselor as consultant

1. Provides liaison between local school staff and the central office in planning, implementing and evaluating the guidance program.
2. Assists teachers by providing specific recommendations to help children who have learning and/or behavioral difficulties.
3. Observes child behavioral responses and prescribes behavior modification.
4. Assists with specific programs or ideas to help with individualizing classroom instruction.
5. Serves as a resource person to teachers and administrators regarding current trends in methods and content in elementary school guidance curriculum.
6. Assembles a professional library of guidance materials for teachers in cooperation with the school librarian.
7. Provides demonstrations of guidance learning activities and positive teaching techniques when needed.
8. Provides in-service experiences for teachers in the area of child development, classroom management, parent conferences, meeting special learning needs of children and other related guidance areas.
9. Consults with parents individually and in groups concerning the developmental needs of children as they progress through their educational experiences.
10. Leads discussion groups concerning such topics as the culturally deprived child, methods of discipline, test interpretation, concept of readiness and cultural diversity.

Sample Consultation Checklist

A consultant is a person who offers particular knowledge or expertise to an individual or a group to help solve problems and make decisions. The consultant acts as a resource person who makes suggestions, offers alternatives and provides information which will help the total team, teachers, parents and students, make better decisions.

There is a difference between counselor and consultant. Most of the services provided by the consultant are cognitive, whereas most counseling services are affective.

The following is a checklist compiled for counselors to cover consulting skills at the elementary and/or middle school level. This checklist may be used by entry level counselors and/or by experienced counselors who wish to enhance their skills.

Directions

Based on the key below, write the number you feel, best describes your competency level for each skill.

Key
5-Strong
4-Fairly Strong
3-Adequate
4-Fairly Adequate
1-Weak

The counselor as consultant

_____1. listens to the individual(s) and clarifies the verbal communication of the individual.

_____2. is accepting of the individual(s) and demonstrates objectivity.

_____3. allows individual(s) to describe the problem situation and to form hypotheses.

_____4. discusses action strategies; prepares individual to take action.

_____5. elicits feedback and interaction from the individual(s).

_____6. helps administrators, parents and teachers work with special education concerns.

_____7. helps all publics (staff, parents and students) understand the guidance program.

_____8. integrates counseling and guidance services into the classroom.

_____9. answers questions about basic student learning and adjustment problems.

_____10. helps teachers organize and conduct case conferences.

_____11. organizes and conducts parent conferences.

_____12 helps plan the students' education or career future.

_____13. helps make applications for special programs.

_____14. determines which curricular offerings best meet individual student needs and helps plan curriculum needs for specific cases.

_____15. confers with and makes use of referral agencies (i.e., mental health agencies, psychologists, social service agencies).

_____16. consults with parents, teachers and students about test results.

Consulting does not take the place of counseling, but it does provide a vehicle for increasing the counselor's impact on the total school.

Modified with permission from the *Gwinnett County Counseling Curriculum Guide and Handbook, 1985.*

Sample Daily Log

Counselor____Date______________________

Agency Referrals	Abuse	Academic	Attendance	Career Development	Discipline	Personal/ Social	Substance Abuse	Suicide
Staff Consultation								
Parent Consultation								

Consultation

Parent Orientation

Help parents understand consultation and orient them to your role as consultant. Stress the collaborative nature of the consultation process. Following are other suggestions to enhance parent consultation.

•Have business cards printed, including counselor's name, school address and phone.

•Develop a resource file for parents. Include newspaper articles, a list of books of interest to parents and community resources. Work with the media specialist to develop the file. Establish a parent library if possible.

•Develop a brochure for parents describing the counseling and consulting program.

•Host "parent coffees" to introduce parents to the program, to the counselor(s) and to each other.

As in consultation with teachers and other staff members, consultation with parents should stress collaboration.

Parent Education

As a part of consultation to parents, some counselors provide parent education programs. (These programs are not required by GSCEP.) Parent education programs should be planned around identified needs or interest areas, such as parent/child communications, teacher conferencing, behavior management, etc. Speakers may be arranged or the counselor may conduct the session. In addition, some counselors set up parenting workshops using materials such as *Active Parenting* or *STEP* (see appendix D).

Sample Parent Conference

Conferences may be planned with parents on an individual parent/counselor basis or with a group of professionals or parents.

The group conference may be arranged by the counselor who will act as facilitator. The counselor should arrange the room in an informal manner, preferably in a circle, so that parents feel comfortable. The conference may include several parents and/or teachers discussing similar needs.

1. Greet the parents warmly.

2. Introduce members of the group.

3. State purpose of the meeting.

4. Provide open atmosphere for questions and discussion.

5. Give all group members a chance to participate.

6. Offer alternatives for action.

7. Make group decisions.

8. Dismiss the meeting with a positive overview. One hour is usually a sufficient time for meetings.

9. Follow up in a few days with a phone call.

Modified with permission from the *Guinnett County Counseling Curriculum Guide and Handbook, 1985.*

Sample Handout

Tips for Parents
Improving Your Child's Study Habits

1. Encourage your child to talk with you about school and what he or she is learning. Listen and share what you know about the subject. This helps to generate enthusiasm and interest.

2. Provide a proper home study setting with a place to work, good light, adequate materials and freedom from distractions.

3. Ask to see your child's homework assignments frequently.

4. With your child, plan a regular time for studying each day. We recommend an hour a day. When deciding on study time, consider your family schedule and your child's extracuricular activities, as well as your child's best time for studying.

5. Help your child understand that studying is more than just reading or doing homework. Share techniques you know for learning new material.

6. Help your child with organizational skills, such as time planning and organizing notebooks and materials. Share ideas that help you.

7. Treat school as your child's job. Encourage regular attendance and punctuality. Habits set now will follow your child into adulthood.

8. Be sensitive to your child's health needs. Proper sleep, diet and exercise will help your child be more alert when studying.

9. Encourage your child to do his homework. Support and encouragement from parents are important, but you should not do homework for him.

10. Make expectations realistic in terms of your child's abilities. Be sensitive to your child's frustrations about schoolwork.

11. Try to be positive if your child brings home poor work or test results. Approach it from the standpoint of how you can help him to do better.

12. Notify the school counselor or teacher when family situations arise that may worry your child and keep her from concentrating at school. Teachers need to be aware of students' emotional concerns since they may affect day-to-day performance in class.

Consultation

Community Resources

1. Become familiar with resources available in your community.

2. Develop a card file for community resources (e.g., Department of Family and Children's Services, Juvenile Court, Boy and Girl Scouts, mental health professionals in private practice), including phone numbers and contacts.

3. Contact resources to make them aware of your position and to develop a professional relationship.

4. Document community referrals in a log or card file.

5. Plan a coffee and/or invite community professionals to come and share information about their services.

6. Plan a Wellness Fair for parents and students and invite community professionals to participate.

7. Invite community resources to participate in career activities at the school.

Related Topics

Professional counselors must stay abreast of counseling issues and ethical standards. Being a member of professional counseling organizations is the best way to stay current with the positions, trends and issues that affect counselors. Guidance programs must also be promoted effectively to be successful.

Counseling Issues

Many issues affect elementary and middle school counselors today. Child abuse, AIDS, crack babies, racism and values in the school are but a few of the issues counselors must face.

As issues arise, you may want to include information about them in this section. Information about child abuse is included as an example of a current issue which affects the school.

Definitions of Abuse and Neglect

Physical abuse is an overt act against a child under 18 years of age by his or her parent, caretaker or other person, resulting in a visible physical injury (such as bruises, welts, burns, broken bones, etc.) or emotional trauma.

Sexual abuse is an aggressive sexual act made against a child, from infancy to 18 years of age, who may or may not be a willing partner. The aggressor most often is considerably older and often is a member of the child's immediate or extended family or a close family friend or neighbor.

General neglect is difficult to pin down and is subject to value judgments. It can be the result of parental and/or community failure to provide adequately for children. Frequently other social and health agencies can provide services for these children. Protective services should be contacted when other community services have failed to make an impact with the family and the children are suffering as a result. Examples of general neglect include children who are malnourished, poorly dressed, without adequate food, shelter or sleeping arrangements; children who are exposed to unwholesome, amoral or asocial circumstances, situations or environment; and children fail to attend school properly because of parental neglect and disinterest.

Severe neglect is more specific and more likely to be a result of parental failure to act or parental actions that are adverse to the child's welfare. Examples include children who are frequently left without supervision or unattended (applies to children under 12 years of age or older if behavior is detrimental to self or community when left by themselves); children who are ill or physically disabled and whose parents fail to get the child necessary treatment for physical or emotional problems that could be dangerous to their current health or future welfare; children who are experiencing emotional or maternal deprivation and suffering from inhumane treatment; children who are severely emotionally disturbed due to continuous friction in the home, marital discord, mentally ill parents, alcoholism or drug addictions in the family; exploited or overworked; children who are involved in a dispute over their own custody; children who are deserted, abandoned or are runaways.

The philosophy and purpose of the Protective Services Program is to prevent further neglect and abuse and to prevent separation of families through the helping, nonpunitive casework process. While they cannot accept cases from other social agencies for the primary purpose of filing a petition to remove custody from parents, they will open these cases for casework services to families and work cooperatively with the referring agency.

Removal of a child from his or her family is considered only after all efforts to improve the situation and make it adequate have failed; and then only if removal will benefit the child. Like any citizen, Protective Services must petition the Juvenile Court to take action. The court will decide how the needs of the child can best be met.

Sample School Report Form for Child Abuse or Neglect

Name____ Age __________

Child's Address__________________________________ Sex __________

____ Grade __________

Name or parent(s) or guardian(s) ________________________ Phone __________

Address ____

Type of suspected abuse or neglect

- ____ Abandonment
- ____ Beating
- ____ Burn
- ____ Fracture
- ____ Malnutrition
- ____ Neglect
- ____ Sexual Abuse
- ____ Other (specify____________________)

Date of suspected incident____

Time, place and conditions prompting report

Child's account of injury or situation

Person or agency receiving report______________________________________

Measures (if any) taken to notify parents or guardians

Other pertinent information (e.g., relevant health information, knowledge of family situation, etc.)

Person making report ____

Signature_____________________________________ Date __________

Title_______________________________________ Phone __________

Sample Role of the Educator

(from *Education Policies and Practices Regarding Child Abuse and Neglect and Recommendations for Policy Development*, Education Commission of the States, Denver 1976)

Teachers and other school personnel are in a unique position to recognize and respond to the sexually abused child. Outside the home no one interacts with children more consistently over a period of time than teachers. School personnel are in a good position to identify and help a child in need.

The process of protecting a child's safety involves three steps: identification, investigation and intervention. Educators are not required or expected to investigate or intervene; rather, they set the investigative process in motion. In a very real sense school personnel are the first line of defense in the prevention of child sexual abuse. Educators can make themselves aware of indicators of abuse and reporting procedures. Prevention materials also can be used in classroom instruction.

What Can Educators Do?

- Understand the implications of the state child abuse and neglect reporting law.
- Be aware of school district procedure and policy regarding the reporting of suspected child abuse cases.
- Be informed about sexual abuse of children: the scope of the problem, indicators of abuse, responding to disclosure and community resources.
- Use child sexual abuse prevention curricula in classrooms.
- Understand personal feelings, opinions and biases about sexual exploitation.
- Contribute to open and direct communication between the school and outside agencies

Physical and Behavioral Indicators of Child Abuse and Neglect

The following are indicators that something is amiss. The presence of one indicator does not necessarily mean that maltreatment has occurred. Instead, the counselor looks for configurations of indicators. There may be considerable overlap between categories. The child who is sexually abused is probably also emotionally neglected by at least one parent. The child who is physically abused may be emotionally and verbally abused when the abusive parent is trying to bring the physical abuse under control. The child who is physically neglected is also likely to be emotionally neglected.

Type of Child Abuse/Neglect	**Physical Indicators**	**Behavioral Indicators**
Physical Abuse	Unexplained bruises and welts •on face, lips, mouth; on torso, back, buttocks, thighs. •in various states of healing; clustered, forming regular patterns reflecting shape of article used to inflict (electric cord, belt buckle) •on several different surface areas •regularly appear after absence, weekend or vacation Unexplained burns •cigar and cigarette burns, especially on soles, palms, back or buttocks •immersion burns (sock-like, glove-like) •doughnut shape on buttocks or genitalia •patterns (electric burner, iron, etc. rope burns on arms, legs, neck or torso Unexplained fractures •to skull, nose, facial structure •in various states of healing •multiple or spiral fractures Unexplained lacerations or abrasions •to mouth, lips, gums, eyes •to external genitalia	Wary of adult contacts Apprehensive when other children cry Behavioral extremes: aggressiveness or withdrawal Frightened of parents Afraid to go home Reports injury by parents Art work displays violence; adults loom as large, threatening figures, child figures are small and powerless Preoccupation with themes of conflict Hypervigilance, monitoring the behavior of adults Hyper behavior Bullying smaller children Hiding, withdrawing from adults Play demonstrates violence to dolls, animals The child is compliant, eager to please adults, seems to be too good
Physical Neglect	Consistent hunger, poor hygiene, inappropriate dress Consistent lack of supervision, especially in dangerous activities of long periods Unattended physical problems or medical needs Abandonment Fatigue, apathy, listlessness	Begging, stealing food Extended stays at school (early arrival and late departure) Constant fatigue, listlessness or falling asleep in class Alcohol or drug abuse Delinquency (e.g., thefts) States there is no caretaker

Behavioral Indicators

Type of Child Abuse Neglect	Physical Indicators	
Sexual Abuse	Difficulty in walking or sitting Torn, stained or bloody underclothing Pain or itching in genital area Bruises or bleeding in external genitalia, vaginal or anal areas Venereal disease, especially in preteens Pregnancy Eating disorders, gagging, anorexia, overeating, nausea, ulcers Sleep disorders, nightmares Constipation, fecal retention, fecal impaction Self-mutilation, disfigurement	Unwilling to change for gym or participate in physical education class Withdrawal fantasy or infantile behavior Bizarre, sophisticate or unusual sexual bahavior or knowledge. Poor peer relationships Delinquent or runaway Fearful of bathrooms, bedrooms, being alone with adult Fearful of same or opposite sex adult Fearful of closeness, intimacy, touching Difficulty in expressing feelings, low self-esteem, fear of separation and/or loss Overly compliant Excessive risk taking, suicidal thoughts or actions Sexual aggression towards smaller children, toys, pets Drawings more precise in anatomical detail; sexual themes evident Reports sexual assault by caretaker
Emotional Maltreatment	Speech disorders Lags in physical development Failure to thrive	Habit disorders (sucking, biting, rocking, etc.) Conduct disorders (antisocial, destructive, etc.) Neurotic traits (sleep disorders, inhibition of play) Psychoneurotic reactions (hysteria, obsession, compulsion, phobias, hypochondria) Behavior extremes: •complacent, passive •aggressive, demanding Overly adaptive behavior •inappropriately adult •inappropriately infant Developmental lags (mental, emotional) Attempted suicide Inability to trust, ask adults for help Statements about being worthless or *nobody* Frequent disappearances or runaway episodes Substance abuse Crying, sighing, clingling, weeping Absence of affect and ability to communicate feelings Self-mutilation, digging or picking at skin Hoarding, gorging or stealing food

Ethical Standards

School counselors operate under professionally developed ethical standards. There are at least three sets of ethical standards that affect the practices of school counseling: American Association for Counseling and Development (AACD) Ethical Standards; American Society for Group Work (ASGW) *Ethical Guidelines for Group Leaders*; and American School Counselor Association (ASCA) *Ethical Standards for School Counselors*.

A copy of the *Ethical Standards for School Counselors* is included in this section. You should be extremely familiar with these standards. Refer to them any time you have questions about ethical conduct.

American School Counselor Association
Ethical Standards for School Counselors

Preamble

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tents of the counseling process from which professional responsibilities are derived.

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for decisions reached.
4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to ensure that the rights of the counselee are properly protected within the structure of the school program.
5. The counselor-client relationship is private and thereby requires compliance with all laws, policies and ethical standards pertaining to confidentiality.

In this document, the American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards of its parent organization, The American Association for Counseling and Development, and nothing in this document shall be construed to supplant that code. The Ethical Standards for School Counselors was developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors in the school setting. The purposes of this document are to

1. serve as a guide to the ethical practices of all school counselors regardless of level, area or population served.
2. provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self and the counseling profession.
3. inform those served by the school counselor of acceptable counselor practices and expected professional deportment.

A. Responsibilities to Pupils

The school counselor

1. has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.
2. is concerned with the total needs of the pupil (educational, vocational, personal and social) and encourages the maximum growth and development of each counselee.
3. informs the counselee of the purposes, goals, techniques and rules of procedures under which she/he may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication and legal or authoritative restraints.
4. refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions and beliefs that represent only the counselor's personal orientation.
5. is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
7. protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective and appropriately detailed interpretation of pupil information.
8. protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
9. informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
10. provides explanations of the nature, purposes and results of tests in language that is understandable to the client(s).
11. adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. Responsibilities to Parents

The school counselor

1. respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
3. provides parents with accurate, comprehensive and relevant information in an objective and caring manner.
4. treats information received from parents in a confidential and appropriate manner.
5. shares information about a counselee only with those persons properly authorized to receive such information.
6. follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

C. Responsibilities to Colleagues and Professional Associates

The school counselor

1. establishes and maintains a cooperative relationship with faculty, staff and administration to facilitate the provision of optimum guidance and counseling services.
2. promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

3. treats colleagues with respect, courtesy, fairness and good faith. The qualifications, views and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.
4. provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the counselee.
5. is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

D. Responsibilities to the School and Community
The school counselor
1. supports and protects the educational program against any infringement not in the best interest of pupils.
2. informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's missions, personnel and property.
3. delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
4. assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services and personnel.
5. works cooperatively with agencies, organizations and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. Responsibilities to Self
The school counselor
1. functions within the boundaries of individual professional competence and accepts responsibility of the consequences of his/her actions.
2. is aware of the potential effects of personal characteristics on services to clients.
3. monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to client.
4. strives through personal initiative to maintain professional competencies an d keep abreast of innovations and trends in the profession.

F. Responsibilities to the Profession
The school counselor
1. conducts herself/himself in such a manner as to bring credit to self and the profession.
2. conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices.
3. actively participates in local, state and national associations which foster the development and improvement of school counseling.
4. adheres to ethical standards of the profession, other official policy statements pertaining to counseling and relevant statutes established by federal, state and local government.
5. clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

G. Maintenance of Standards
Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these Ethical Standards for School Counselors of the AACD Ethical Standards, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide.
1. The counselor shall utilize the channels established within the school and/or system. This may include both informal and formal procedures.
2. If the matter remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence.

-Local counselor association
-State counselor association
-National counselor association

H. References
School counselors are responsible for being aware of and acting in accordance with the standards and positions of the counseling profession as represented in such official documents as those listed below. A more extensive bibliography is available from the ASCA Ethics Committee upon request.

Ethical Standards (1981). American Association for Counseling and Development, Alexandria, VA.
Ethical Guidelines for Group Leaders (1980). Association for Specialists in Group Work Alexandria, VA.
Principles of Confidentiality (1974). ASCA Position Statement, American School Counselor Association, Alexandria, VA.
Standards for Educational and Psychological Tests and Manuals (1974). American Psychological Association, Washington, DC.
Ethical Principles in the Conduct of Research with Human Participants (1973). American Psychological Association, Washington, DC.

Ethical Standards for School Counselors is an adaptation of the ASCA Code of Ethics (1972) and the California School Counselor Association *Code of Ethics* (revised 1984). Adopted by the ASCA Delegate Assembly March 19, 1984.

American School Counselor Association
5999 Stevenson Avenue
Alexandria, Virginia 22304

Professional Organizations for School Counselors

It is very important for school counselors to be members of professional organizations or associations. Some associations such as the Georgia Association of Educators (GAE), the Professional Association of Georgia Educators (PAGE) and the American Federation of Teachers (AFT) are for all professional educators. Other organizations are specifically for school counselors. The most current address and membership fees of school counselor associations are included in this section. Since this information may change, you are encouraged to update these pages annually.

Professional Organizations for Counselors

I. National Organizations

A. American Association for Counseling and Development (AACD)
5999 Stevenson Avenue
Alexandria, Virginia 22304
Toll Free 1 (800) 545-AACD
Membership Fee: $65
Membership includes the following publications
Journal of Counseling and Development (10 issues)
Guidepost (18 issues)

B. American School Counselor Association (ASCA)
5999 Stevenson Avenue
Alexandria, Virginia 22304
1 (708) 823-9800
This is a division of AACD. You must join AACD to be a member of ASCA.
Membership Fee: $28
Membership includes the following journals
The School Counselor (Four issues)
The Elementary School Guidance and Counseling Journal (16 issues)

I. State Organization

A. Georgia School Counselors Association (GSCA)
P. O. Box 71264
Marietta, Georgia 30007-1264
(404) 509-0153
Membership Fee: $20
Membership includes the following publications
The Beacon (Four issues)
The Georgia School Counselor (One issue)

III. Optional Licensure Organizations

A. National Board of Certified Counselors (NBCC), an independent not-for-profit organization initiated by AACD in 1982 to establish and monitor a national certificaion system. More than 17,000 professional counselors have obtained certification to date.
National Board of Certified Counselors
5999 Stevenson Avenue
Alexandria, Virginia 22304
Application Processing Fee: $60.
Examination Fee: $60
Annual Maintenance Fee: $15
(Exam may be waived for candidates holding a state professional counseling license.)

B. Georgia Licensure
Georgia Board of Professional Counselors, Social Workers, and Marriage and Family Therapists
Office of the Secretary of State
166 Pryor Street SW
Atlanta, Georgia 30303
Attention: Lori Gold
(404) 656-3033 or 656-6719
Application Fee: $100
Examination Fee: $50
Biannual Renewal Fee: $100

It is recommended that you become a member of professional organizations of your choice. Membership in the state and national professional counseling organizations (ASCA and GSCA) is required for district, state and national school counselor of the year awards.

Promoting Your Program

A significant part of developing any counseling program is selling it to the population it serves. Like any product or service, people must know about it in order to use it. One way counselors publicize their program to others is by printing brochures or pamphlets describing the programs and services offered. Presentations to acquaint faculty and parents with the counseling program are also valuable tools.

Informing Teachers About the Counseling Program

In order for counseling to make a positive impact on the entire school, it is important to present the counselor and program to the faculty during the week of preplanning.

Here are some brief suggestions for the presentation.

1. Introduction
2. Explain the program
   - A. Types of groups
   - B. Participants
   - C. Classroom guidance
   - D. Referral procedures
   - E. Testing
   - F. Teacher groups
   - G. Orientation schedule for all new students
   - H. A printed schedule of availability
   - I. A list of materials available for checkout
   - J. A detailed list of activities (ice breakers) for teachers to use during the first week of school

Dos for Counselors Working with Teachers

1. Do ask teachers to evaluate your program.
2. Do respond to teachers' expressed needs.
3. Do inform teachers of your goals and how you might help them.
4. Do include a section on guidance services in the faculty and student handbooks.
5. Do discuss the role of the counselor at new teacher orientations.
6. Do tell what your program is currently doing at faculty meetings and in newsletters.
7. Do set priorities for your daily schedule.
8. Manage your time well by setting long- and short-range goals.
9. Do post your schedule on your door and give a copy to the administration.

10. Do be visible, helpful and involve others in your program.
11. Do function as a consultant to the classroom teachers. Don't take over their problems -- instead work with them.
12. Do be certain you have administrative support for ideas you encourage them to use.
13. Do be an information source.
14. Do stay in tune by attending workshops and reading journals; share this information with your faculty.
15. Do be warm, caring, enthusiastic, initiating and positive.
16. Do be patient.

Don'ts for Counselors Working with Teachers

1. Don't gossip and speculate about other faculty members and the administration.
2. Don't make unnecessary personal phone calls.
3. Don't spend too much time in the teacher's lounge.
4. Don't force programs and activities on the faculty if they are not ready to support them.
5. Don't try to solve problems by yourself; function as a consultant.
6. Don't assume teachers know what you are doing; tell them.
7. Don't assume that you have all the answers.
8. Don't isolate yourself; ask for help.

My School Counselor...

...is my friend and

is concerned
about me as
a person and
as a student.

Dear Parents...

You are
always
welcome!

If you would
like to talk
with the
school counselor,
please phone:

Name imprint
School Name
Phone Number

Come and Meet My School Counselor....

Sometimes
the Learning
Process Needs
a Helping Hand

Your School Counselor

Someone You Can Count On

My School Counselor likes to talk to me about...

...my school work

..my friends

...my dreams

...my concerns

My School Counselor likes to see me when I am...

...happy

...sad

...angry

...worried

...glad

My School Counselor....

...visits my classes

...talks to parents

...talks to my teachers and reviews my progress.

Your School Counselor—Someone You Can Count On!

A "Helping Hand" for Parents

Sometimes
The Learning Process
Needs a
Helping Hand

School Counselors are trained professionals:

Individual Counseling
Personal, academic and career counseling is available during the school day. Strict confidentiality is maintained.

Group Counseling
Students may attend counseling with groups of children who have common interests or concerns.

Information Services
A library of information on colleges, financial aid and vocational interests is available for student use.

Scheduling and Enrollment
Counselors help new and current students develop and maintain their appropriate course schedules.

Other Services
Many other services are also available through our school counselors. Come by and ask them about any specific concerns you may have.

"It was the best of times.
It was the worst of times."
Charles Dickens
Tale of Two Cities

Dear Parent:

The school years will be some of the best years of your child's life. Your son or daughter will also be faced with many important decisions and, possibly, some difficult problems.

I want to share the good times with my students. I have also been trained to help them through the rough times.

Please come in and get acquainted. Together, we can help make your child's school years "the best of times."

Your School Counselor

During school, your child will have many exciting and wonderful experiences: close friendships that will last a lifetime...participation in sports...special scholastic achievements...school dances, plays and field trips. Many other events and activities make these years both enjoyable and memorable.

Come and share these good times with your child.

These are the years when many important decisions must be made: short-term decisions include class choices and the selection of extracurricular activities. Long-term decisions are based upon college and vocational school choices, the availability of financial aid and scholarships, military service opportunities and a wide selection of potential careers.

Come let me provide you with helpful and updated information.

There will be times when your child will experience problems that seem too difficult to handle: conflicts with teachers or other students, members of the family...difficulty in understanding problems of self confidence, poor grades, peer pressures, drugs or sex.

Come in and let's talk. We can explore the various options and work through these problems or concerns together.

Encourage your child to visit the counselor's office. Although every child is unique, many of the desires, the dreams, the concerns and the needs are very similar. These discussions are intended to help your child achieve a fulfilling and satisfying time in school and a successful and rewarding future.

Come in and find out about the excellent opportunities available to your child.

Appendices

Appendix A
Developmental Stages

This information has been reprinted with permission from a section included in the Guide for Developing Guidance and Counseling Programs in Virginia's Public Schools produced by the Virginia Department of Education. This material was originally developed by Muro and Dinkmeyer (1977) and was based on the behavioral development of elementary school children as described by Gesell.

Developmental Stages of Students

In the following sections, descriptions of students' developmental stages are provided according to the expected patterns of growth during the years in elementary, middle and secondary schools. In addition, the implications of these developmental patterns as they apply to counseling are presented. Counselor understanding of the information provided should result in increased sensitivity to and understanding of students' needs.

Characteristics of Elementary School Children

The child of elementary school age occupies a special place between the rapid growth of the pre-school period and the emergence toward adulthood during adolescence. During the elementary school years, physical growth tends to be slow and fairly uniform until puberty, although there is a wide variation in height, weight and body build both within and between the sexes. Bodily disproportions, toothlessness and a tendency to carelessness in grooming may give the child a homely appearance. Typically, sex differences become more pronounced in late childhood as girls begin their puberty growth at least a year earlier than boys.

Most children enter school ready to begin learning the lessons, values and skills necessary for productive membership in a democratic society. Generally, there is high motivation and potential for cognitive growth and much curiosity and desire for accomplishment. Communication skills assume more importance and the vocabulary of the school age child increases rapidly. Frequently children begin to use slang, swear-words and "secret" or code words.

Elementary school children become increasingly influenced by their peers as the group acts as an agent of socialization, setting standards for behavior. The roles assigned to children by their peers are harmful to some and advantageous to others; friendships fluctuate and some cruelty is not uncommon. Between the ages of about seven and eleven, girls and boys are divided socially and are often antagonistic to each other. Rigid and inflexible notions of right and wrong gradually shift during the elementary school years as children become more relativistic and unable to take into account circumstances surrounding behavior. They often question family codes of behavior. Misbehaviors of many children during these years may be the result of peer group and their need for peer approval.

The child's self-concept continues to be influenced by the home environment but becomes highly susceptible to the influence of friends and classmates and to school achievement. The elementary school years are vital to the child's development of self-esteem as teachers and peers provide feedback for self-evaluation. With sufficient positive messages from these significant others, the child emerges with a sense of confidence and competence.

Considerable research has been conducted regarding child growth and development. For purposes of this discussion, the theory of Arnold Gesell is explored as an example of the developmental viewpoint. The extensive, longitudinal research conducted by Gesell revealed behavioral stages of development in children. He found that, although each child possesses unique characteristics, children's behavior in many respects is a function of their ages. In other words, certain behavior is typical of children of the same ages.

According to Gesell (Ilg and Ames, 1955), the stages of behavioral development in children occur in cycles. Initially, in each cycle, children experience a period of equilibrium in which they function well and feel good about themselves and their world. This is followed by a transition period in which the behavior begins to break up and life goes less smoothly than before. The final period in the cycle is a time of disequilibrium. During this period, children experience difficulty and are unhappy with themselves and others.

These stages of behavioral development are normal for all children. Each child goes through them in the same order, and none may be skipped. Due to some maturational differences, a child may enter a stage a little earlier or later than described in Gesell's developmental profiles; however, in general, they are excellent guides for understanding child development and behavior. Furthermore, they are invaluable aides for planning parent, counselor and teacher strategies to help children progress successfully through the stages. A description of the stages of the behavioral development of elementary school children and the counseling implications of each were provided by Muro and Dinkmeyer (1977) and adapted as follows.

Developmental Ages	Guidance Implications
The Five Year Old Child	
Is "good," helpful conforming	Collaboration with teacher in classroom guidance is important
Attempts only those things ensuring success	Use positive approach, not problem-centered
Needs attention, affection, praise	Use play, art, media as tools for communication
Is energetic and "fidgety"	Guidance activities and counseling session should be kept brief due to short attention spans of five year olds
Has short attention span	
May show opposite extremes in behavior	
"Good" behavior may break up as school year progresses.	
The Six Year Old Child	
Is extremely egocentric, wants to be center of attention, "best" and "first"	Continue working closely with teacher
has boundless energy	Use play and media
May be oppositional, silly, brash, critical	use positive approaches as child continues to resist problem areas
Cries easily; shows a variety of tension-releasing behaviors	Help child control impulses and provide limits
Is attached to teacher	Role-playing can be effective
Has difficulty being flexible	Bibliocounseling helps
Considers fantasy as often real	Counsel individuals early in day
	View most "crises" as developmental
	Counseling groups should be limited in size to two or three children
The Seven Year Old Child	
Behavior is more calm, organized, thoughtful	Child is now amenable to verbal approaches
Can begin to reason and concentrate	Classroom meetings and group guidance can be successful
Worries, is self-critical, and expresses lack of confidence	Child can show self-insight, but doesn't want to be a " problem child."
Demands teacher's time	Counseling can focus on feelings
Dislikes being singled out, even for praise	Use fantasy as tool
	Somewhat longer sessions are possible
The Eight Year Old Child	
Ages is explosive; excitable, dramatic, inquisitive	Counseling groups may be expanded to include six children
Possesses "know it all" attitude	Focus on peer relationships
Is able to assume more responsibility for actions	Focus on self-control and self-regulation
Actively seeks praise	Can use rational approaches
May undertake more than can be handled successfully	Children have less interest in play media
Is self-critical	
Recognizes needs of others	
The Nine Year Old Child	
"General confusion" age	Counselor may find it more difficult to establish close relationships
Distance between child and adults; may rebel against authority	Group counseling, especially with structured games and activities, works well
Group membership is important	Classroom verbal techniques can be used as "leads"
Seeks independence	Classroom meetings, values and feelings groups are constructive
Possesses high activity level	Focus on self-concept
Can express wide range of emotions and verbalize easily	
Can empathize	
Can think independently and critically, but tied to peer standards	
Begins to increase sense of truthfulness	
Typically not self-confident	

Characteristics of Middle School Students

Middle school students are experiencing dramatic changes in physical development, although the rate at which this development occurs varies individually. Changes in height and weight and in body chemistry are taking place along with rapid sexual development. This heightened physical growth, together with their tendency to be very active, causes frequent fatigue in early adolescents. Many of them find it difficult to cope with the many changes taking place in them and compare themselves unfavorably to their peers. At the same time, they are often concerned about their ability to learn and whether or not they can meet the expectations of parents and other adults.

Students of this age are sensitive and have a strong need for approval from others; thus, deflating comments or criticism sometimes have debilitating effects. Conversely, they are frequently thoughtless and calloused in their relationships with one another. They seek associations, relationships and links with people, things and new ideas. They are particularly concerned about peer approval and acceptance, and they need close friends their own age who can provide the comfort and understanding they find hard to get from adults.

Most early adolescents enjoy team sports, thrive on competition, work hard at experiencing athletic skills and respect good sportsmanship. They seek values in simplified, concrete forms; are often hyperidealistic; and demand fair treatment. They are usually excitable, easily motivated, creative, inquisitive and eager to explore; but, if not active participants in learning situation, they may easily drift into daydreams. Above all, they feel the need to establish a realistic self-image and a unique identity apart from parental influence; however, at the same time, they have anxieties related to their futures.

Extensive research has been conducted by the Gesell Institute of Child Behavior for understanding child growth, development and typical behavior of this age group. The following development profiles of early adolescents (Muro and Dinkmeyer, 1977) result form that research and are a useful reference for school personnel.

Developmental Ages	Guidance Implications
The Ten Year Old Child	
Has positive approach to life Tends to be obedient, good-natured and fun Possesses surprising scope of interests TV is very important; identifies with TV characters Is capable of increasing independence Increases in truthfulness, dependability Tends to improve in self-concept and acceptance of others Forms good personal relationships with teachers and counselors	Perfect time for group counseling, group guidance, classroom meetings, self-concept groups, values clarification Educational TV programs are of high interest Likes bibliocounseling Can arrive at own insights in individual counseling May make brief, spontaneous self-referrals Can learn to be co-leader and peer counselor
The Eleven Year Old Child	
Heads toward adolescence Shows more self-assertion, curiosity Has social expansiveness and awareness Has physical exuberance, is restless, wiggly, talks a lot Has range and intensity of emotionality, moody, easily frustrated Can relate feelings Is competitive, wants to excel, may put down "out group" Has "off-color" humor, silliness Teases and tussles	Counselors and teachers need patience and sense of humor In-depth counseling is rare; emphasize action rather than insight Functions well in groups; same-sex groups are easier to manage Be ready to respond to sexual interest and questions, especially from girls Forming contracts and making joint plans can be successful Counseling sometimes tends to center around the teacher as "enemy"
The Twelve Year Old Child	
Age of in-between childish and mature behavior Is spirited, enthusiastic Can "Stay put" longer; exercises self-control Has growing sense of intuition and insight into self and others Is less moody; may be good-natured around adults Becomes increasingly self-reliant and self-centered Is curious but not ready for long-term planning Has strong desire to be like peers	Ideal age for group counseling Coed groups can now be utilized Likes activities designed to identify potentials Counselor may find sex an important issue with misinformation a concern Counselor can begin to use "adult" counseling skills and techniques
The Thirteen Year Old Child	
Is more critical of self as well as others Often withdraws, seeks aloneness A period of momentous transitions and vacillation Tends to be reflective Tends to have more worries, fears Conforms to dress and behavior of peers Delights in the mistakes and errors of other Tends to be somewhat shy and unwilling to perform in front of peers	Counselors and teachers need to be very sympathetic and understanding Focus on self-concept Excellent time to emphasize group discussion, classroom guidance, decision-making and values clarification Coed groups should continue to be provided Intensive individual counseling may be appropriate for this age group
The Fourteen Year Old Child	
Is more outgoing and happy; usually less sensitive and irritable Relationships with parents, siblings and other adults tend to be more stable Appears to be more mature and self-confident Expresses feelings more openly Likes self better; involved in self-evaluation and self-acceptance Possesses a good sense of humor Prides self on good grades and athletic skills Needs to establish friendships focusing on personal qualities rather than activities Social acceptance of interaction between boys and girls Needs to learn on own, try out things and to explore self	Excellent time for group guidance and counseling Career exploration activities should be emphasized Counselor and teachers assist students in the transition to high school Likes activities which involve both girls and boys

Characteristics of Secondary School Students

The major objectives of society for the development of young people is that they should achieve a sense of identity and self-esteem (Havighurst, 1975). For youth to achieve these, they need to acquire skills, knowledge and attitudes which may be classified into two broad categories—those involving self-development and those involving other people. Citing a report of the Panel on Youth by the President's Science Advisory Committee, Havighurst (1975) summarized objectives relating to two broad categories of self-development and of social relations.

Objectives of self-development are as follows: achieving cognitive and non-cognitive skills necessary for economic independence and for occupational competence; becoming capable of effectively managing one's own affairs; becoming capable of engaging in concentrated involvement in an activity; and achieving capabilities as a consumer, not only of good, but more significantly, of the cultural riches of civilization.

Objectives of social relations are as follows: experience with persons of different social class, subculture and age; experience of having others dependent on one's action; and experience of interdependent activities directed toward collective goals.

Shenker and Schildkrout (1975) wrote that adolescents may be considered to be in the process of completing four major tasks: (a) emancipation from parental dependence, (b) establishment of personal and sexual identity, (c) development of a personal, moral and ethical code, and (d) deciding on a career and life-style.

Developmental characteristics of adolescents adapted in part from Elkind (1978) and from the publication "These are Your Children" by Jenkins, Shacter, and Bauer (1950) may serve as useful references. While the profiles reflect typical characteristics of adolescent development, allowances must always be made for individual differences.

General Characteristics of Adolescents

Interests shift from solitary to group pursuits
Having the right or "in" type of clothing becomes particularly important
Vocational interests become more prominent and realistic
Strong attitudes toward religious, ethnic and racial groups begin to emerge
Concern about social issues develops
True sense of self begins to develop
Parents are viewed with a more critical eye; features of family life previously accepted without contention become points of contention
Community and its resources, rather than the home, now become center of activities
School becomes more than a place for learning; it now becomes a place of socialization
Relationships with parents tend to be ambivalent

Physical Development

Rapid weight gain at beginning of adolescence; enormous appetite
Sexual maturity, with accompanying physical and emotional changes; females usually about two years ahead of males
Sometimes a period of glandular imbalance
Bone growth completed; adult height reached; improved muscular coordination
Rapid heart growth

Characteristic Reactions

Going to extremes, emotional instability and "know it all attitude"
Return to habits of younger child—nail biting, tricks, impudence, day-dreaming
High interest in philosophical, ethical and religious problems; search for ideals
Preoccupation with acceptance by the social group; fear of ridicule and of being unpopular; oversensitiveness; self pity
Strong identification with an admired adult
Assertion of independence from family as a step toward adulthood
High interest in physical attractiveness
Females usually more interested in males than males in females, the result of earlier maturation of the females

Special Needs

Conformity with and acceptance by the peer group
Adequate knowledge and understanding of sexual relationships and attitudes
Adult guidance which is kindly, unobtrusive, and does not threaten the young person's feeling of freedom
The assurance of security; seek both dependence and independence
Opportunities to make decisions and to earn some money
Provision of constructive recreation and if possible a "worthy cause"

When assisting young people in the various stages of development and in their transition from one stage to another, it is essential for counselors to study adolescents and to be familiar with their typical characteristics. Awareness of these characteristics will result in the counselor having insight about the stage(s) in which adolescents may find themselves, and, consequently, counselor responsiveness and effectiveness will be increased. Such insight will increase counselor sensitivity to students who seek help on a variety of problems relation to such areas as careers, family life, health, use of leisure time, civic activity, and social life.

Appendix B
Federal and State Guidelines

Elementary and Middle School counselors are affected by laws, policies, rules and regulations which impact their services. Federal law takes precedence over state law. State law takes precedence over state policy and rules and state policy takes precedence over local system policy. When in doubt, consult the local system attorney regarding the correct interpretation of requirements. There are also several legal guidebooks (see Appendix C) for counselors.

State requirements and reports such as the GSCEP and the Annual Report of Counseling Services interpret and enforce state laws and rules. Federal, state and local systems also make recommendations for counselors. Included in this appendix are examples of applicable Federal and state laws, rules, requirements and recommendations.

At the time this manual was being developed, state standards were being revised. As new standards are available from your local school administrator, the appendix should be updated.

Example of Federal Law Affecting School Counseling

Fact Sheet
Family Educational Rights and Privacy Act of 1974

This law was passed by Congress in 1974 to protect the privacy of student education records and applies to all schools that receive money from the U. S. Office of Education.

The Act gives certain rights to parents regarding their child's education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

A school must allow parents or eligible students to inspect and review all of the students education records maintained by the school. However, this does not include the review or personal notes of teachers, or, at the college level, medical or law enforcement records. Schools are not required to provide copies of materials in education records unless, for reasons such as illness or great distance, it is impossible to inspect the records personally. The school may charge a fee for copies.

Parents and eligible students may request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the parent or eligible student has the right to put a note in the record to explain his or her concerns.

Generally, the school must have written permission from the parent or eligible student before releasing any information from a student's record. In an effort to permit the school to continue its normal business and activities, the law allows a school to set its own rules about who among the following people may see records without the required consent: school employees who have a need-to-know; other schools to which a student is transferring; parents when a student over 18 is still a dependent; certain government officials who need to know to carry out lawful functions; sponsors of financial aid to a student; organizations doing certain studies for the school; individuals who have obtained court orders or subpoenas; persons who need to know in cases of health and safety emergencies.

Also "directory" type information such as one's name, address, telephone number, date and place of birth, honors and awards and activities may be released to anyone without first getting permission. However, the school must tell parents and students the type of information that is classified as directory information and provide a reasonable amount of time to allow the parent or eligible student to tell the school not to reveal directory information about them.

The school must notify parents and eligible students of their rights under this law. The actual means of notification (special letter, inclusion in a PTA bulletin or student handbook or newspaper article) is left to each school.

If you wish to see your child's education record, or if you are over 18 or are attending college and would like to see your records, you should contact the school to find out the procedure to follow.

If there are any questions the school cannot answer, or, if you have problems in securing your rights under this Act, you may call (202) 245-7488 or write to Room 526E, South Portal Building, Department of Health, Education and Welfare, Washington, DC 20201

Example of State Law Affecting School Counseling

**Georgia Code Section 19-7-5 Reporting of Child Abuse
of the Official Code of Georgia Annotated:**

(b) Any physician, including any doctor of medicine licensed to practice under Chapter 34 of title 43, licensed osteopathic physician, intern, resident, all other hospital or medical personnel, dentists, psychologist, podiatrist, nursing personnel, social work personnel, school teachers and school administrators, school guidance counselors, child-care personnel, day-care personnel, or law enforcement personnel having reasonable cause to believe that a child under the age of 18 has had physical injury or injuries inflicted upon him by a parent or caretaker by other than accidental means, has been neglected or exploited by a parent or caretaker or has been sexually assaulted or sexually exploited shall report or cause reports to be made in accordance with this Code section; provided, however, that, when the attendance of the reporting person on a child is pursuant to the performance of services as a member of the staff of a hospital, school, social agency, or similar facility, he shall notify the person in charge of the facility or his designated delegate; and such person of his delegate shall report or cause reports to be made in accordance with the Code section. Any other person having cause to believe that a child has had physical injury or injuries inflicted upon him by a parent or caretaker by other than accidental means, has been neglected or exploited by a parent or caretaker, or has been sexually assaulted or sexually exploited may report or cause reports to be made in accordance with the Code section. For purposes of this subsection, a child is sexually exploited when the child's parent or caretaker allows, permits, encourages, or requires such child to engage in prostitution, as defined in Code Section 16-6-9, or allows, permits, encourages, or requires such child to engage in sexually explicit conduct for the purpose of producing any visual or print medium depicting such conduct, as defined in Code section 16-12-100.

The Hatch Amendment

Sec. 439 (a). All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section "research or experimentation program or project" means any program or project in any applicable program (i.e., federally funded program) designated to explore or develop new or unproven teaching methods or techniques.

(b) No student shall be required, as part of any applicable program, to submit to psychiatric examination, testing, or treatment, or psychological examination, testing or treatment, in which the primary purpose is to reveal information concerning:

1) political affiliations;

2) mental and psychological problems potentially embarrassing to the student or his family;

3) sex behavior and attitudes;

4) illegal, anti-social, self-incriminating and demeaning behavior;

5) critical appraisals of other individuals with whom respondents have close family relationships;

6) legally recognized privileged and analogous relationships, such as those of lawyers, physicians and ministers; or

7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of unemancipated minor, without the prior written consent of the parent.

In comparing the language of the 1974 provisions relating to the "protection of pupil rights" with the language of Senator Hatch's 1978 amendment to this section of GEPA, it is clear that currently Section 439(a) of GEPA reflects Congressman Kemp's 1974 language, while Section 439(b) of the Act reflects Senator hatch's 1978 language. Importantly, the parental consent provision, as written in current law, applies only to the psychiatric examination, testing, or treatment, or psychological examination, testing or treatment of children who are unemancipated minors participating in federally funded programs. Further, the parental consent provision applies to such psychiatric or psychological activities only when such activities are primarily designed to reveal information concerning any one of the seven areas listed above.

The parental access provision, as it is written in current law, applies only to the instructional and supplementary instructional materials used in connection with federally funded research or experimentation programs or projects (as opposed to nonfederally funded school activities). These "research or experimentation" programs or projects are defined by law as any program or project "designed to explore or develop new or unproven teaching methods or techniques." Therefore, it appears that the parental access provision would not apply to instructional materials used in all federally funded programs or projects, but rather only to those used in programs or projects designed to explore or develop new or unproven teaching methods or techniques.

Confidentiality: Joint Opinion Issue on FERPA

(from *Of Substance*, a Newsletter for the Substance Abuse Treatment Community, published by Legal Action Center, Inc. 153 Waverly Place, New York, NY 10014, 1990

The United States Department of Education and the Alcohol, Drug Abuse and Mental Health Administration have issued a joint opinion to clarify their position about the relationship between the Family Educational Rights and Privacy Act (FERPA) regulations (34 C.F.R. part 99) and the federal confidentiality regulations (42 C.F.R. Part 2), as those two sets of regulations apply to school-based Student Assistance Program (SAPs). As many professionals involved in SAPs are aware, when records are subject to both sets of regulations, there is a conflict between the FERPA regulations, which gives parents the right to inspect and review a child's educational records, and the confidentiality regulations, which prohibit the disclosure of alcohol and drug abuse records except with the consent of the patient, or in other specific circumstances.

When FERPA applies

The Family Education Rights and Privacy Act (20 U.S.C. § 1232g) gives parents of students who are under the age of 18 the right to inspect and review their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. FERPA applies to all schools that receive funding under most programs administered by the Secretary of Education.

FERPA defines "educational records" as information that is recorded in any way that is directly related to a student and is maintained by an educational agency or institution or by a party acting for such an agency or institution. FERPA clearly applies to the written records of an SAP administered under contract with a school as well as to the written records of an SAP administered directly by an educational agency or institution. The location of the program —on site or off site—does not affect the determination that its records are subject to FERPA.

When FERPA does not apply

There are a number of exemption to FERPA's requirements. First, FERPA does not apply to information that is not written. Therefore, SAP counselors who are subject to a request for information from a parent are not required to provide information that they have not recorded in some form.

Second, FERPA exempts records "of instructional, supervisor, and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record." The joint opinion letter states: "This exemptions generally refers to informal notes or 'memory joggers' made by a teacher on a student that are not shared with anyone but a substitute for that teacher. It is noted, however, that this exemption is strictly construed; notes lose their exempt status if they are shown to any person, including the student."

The Conflict between the Confidentiality Regulations and FERPA

The federal confidentiality regulations prohibit programs form disclosing any information, written or oral, that would identify a patient (student) as an alcohol or drug abuser, unless the patient (student) has consented to the disclosure of another of the limited exceptions applies. Thus, when an SAP receives a request from a parent for information about a student (patient) and the student (patient) has not consented to the disclosure, the SAP is faced with conflicting mandates: FERPA requires disclosure of certain written information but the federal confidentiality regulations prohibit any disclosure (including the disclosure that the student is receiving services).

The Solutions Offered by the Opinion Letter

The joint opinion letter outlines two solutions and a suggestion.

1. Conditioning treatment on consent. First, the joint opinion letter recommends that where FERPA regulations are applicable, SAPs should require students to consent to parental access to their records under the FERPA regulations as a condition of receiving diagnostic, treatment or referral services. Consent would have to be obtained in accordance with 2.31 of the confidentiality regulations.

The opinion letter recognizes that this solution does not solve the conflict between the confidentiality regulations and FERPA if a state law prohibits a program from conditioning admission on consent to parental access to records. It suggests that any programs facing such a conflict call upon their State Attorney General for assistance or upon: Family Compliance Office, U.S. Department of Education, Room 3017, FB-6, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 or ADAMHA Confidentiality Officer Room 12c-06, 5600 Fishers Lane, Rockville, MD 20857.

The opinion letter notes that this solution is consistent with 2.14(b) of the confidentiality regulations, which provides that where state law permits a minor to apply for and obtain treatment without parental consent any wirtten consent for disclosure must be obtained from the minor, including consent for disclosure to his or her parent for the purpose of financial reimbursement. However, 2.14(b) also allows the program (where state law permits) to refuse to provide treatment until the minor consents to the disclosure necessary to obtain reimbursement.

Of course, this is not a happy solution where disclosure to a parent about alcohol or drug treatment services to a student would harm the student or where conditioning services on the student's consenting to disclosure to a parent would deter the students from participating in treatment.

2. Court orders. The second solution offered by the opinion letter is for the SAP to obtain a court order under 2.64 of the confidentiality regulations to permit it to disclose information to a parent under FERPA. The opinion letter notes that this solution is not perfect, because 2.63 of the regulations limits disclosure of "confidential communications." Thus, the court might not be able to authorize disclosure of the entire record.

3. Record-keeping. The opinion letter also offers a suggestion that is not a solution, but that might limit the damage to a student's privacy if disclosure is made to a parent under FERPA. The opinion letter suggests that since FERPA applies only to recorded information and specifically excludes certain records kept in the sole possession of the maker of the record, "[s]chool-based SAPs should carefully examine their activities and the form of their records to determine the specific applicability of each of the regulations." In other words, programs should be careful about the kind of information they record in their central files, since they should be aware that parents can gain access to records under FERPA. Of course, programs operate under some constraints in this area, since they are often required to document the treatment being provided to students.

What should school-based programs do?

Programs have been asking the Center what they should do in light of the joint opinion letter. In those states where the law would permit it, should programs, as the joint opinion letter suggests, require students to consent to disclosure of information to parents? What should programs do when such a request would result in the student's withdrawal from treatment? Here are our suggestions:

1. Programs should examine their record-keeping policies to ensure that (a)they are documenting the treatment they are providing to students but that (b) they are being careful about the kind of information they record in their central files, since parents have access to those records under FERPA.

2. Where such a requirement would not violate state law and not result in students declining to enter treatment or disruption of treatment, programs should ask students to sign a consent form that would permit them to make disclosures under FERPA. We suggest that programs explain that federal law gives parents the right to request information, but that another federal law gives students the right to confidentiality.

If the program has had few requests for information from parents under FERPA, it might reassure students that it is unlikely that their parents will actually request information from the program. The consent form the program uses for this purpose should be limited to disclosures to parents "who make requests under the Family Educational Rights and Privacy Act (FERPA)." This will give the student added assurance that disclosure will only be made if a parent makes a specific request under federal law.

3. If there is a substantial question about the student's willingness to consent or about the wisdom of the program's communicating with the parents, the program could decline to ask the student to sign a consent form or it could provide services even if the student will not sign the form. If a parent of that student later makes a request for information under FERPA, the program should then seek a court order under the federal confidentiality regulations. However, in making its application for an order, the program could make it clear that it is reluctant to disclose the information because, for example, there are other ways for the parent to obtain the same information (see 2.64(d)(1)), or disclosure would be harmful to the student, to the student-counselor relationship or to the student assistance program (see 2.64(d)(2)). In this way, while following the steps required of it by FERPA and the joint opinion letter, the program may well succeed in getting the court to decline to issue an order and thus preserve the student's confidentiality.

In its application for a court order, the program should also point out that 2.63 provides that a court order cannot, in these circumstances, authorize the program to disclose "confidential communications." The program could also seek to limit the disclosure to only those parts of the student's record relevant to the parent's interests (see 2.64(3)). In this way, if the court does issue an order, the program will have tried to limit the damage to the student.

Examples of State Rules, Requirements and Reports

The State Department of Education's interpretation of laws and State Board of Education Rules impact on school counselors. Examples include the Rules on Student Services, GSCEP and the System Annual Report of Counseling Services.

160-4-8-.01 STUDENT SUPPORT SERVICES

(1) **PURPOSE**. The purpose of this rule is to require local units of administration to provide services needed by students to help develop educational and career goals, responsible decision making skills, understanding of self, a personal value system, an understanding of the need for learning and the ability to function effectively as community and family members.

(2) **DEFINITIONS.**

(a) **Student support services** - guidance and counseling, school psychology and school social work programs provided individually or through a team approach, to all students at all grade levels.

(b) **School counseling and guidance services** - guidance program planning, implementation and evaluation; individual and group counseling; classroom and small group guidance; career and educational development; parent and teacher consultation; and referral.

(i) **Counseling** - processes used to help students cope with and/or resolve problems or concerns that may hamper their performance in school or adversely affect their behavior.

(ii) **Guidance** - processes that focus on normal developmental issues, such as preparation for and interpretation of standardized group testing, assistance with educational and career planning and orientation.

(c) **School psychological services** - psychoeducational evaluation; crisis intervention; case study; consultation to student support teams, parents, teachers and administrators; behavioral observations; and psychological counseling.

(d) **School social work services** - technical assistance to the administration on school climate issues; assessment and intervention, including written social histories; individual, group and family counseling; and networking of appropriate home, school and community services to address identified student problems.

(3) **REQUIREMENTS.**

(a) Each school system shall develop a **Student Services Plan** that prescribes programs and services to meet the guidance, counseling, testing, social services, psychological and career development needs of students.

1. The Student Services Plan shall include needs assessment, goals, objectives, activities and evaluation components.

2. The local superintendent shall annually verify by June 15 to the Georgia Department of Education that such plan exists and that it has been derived from needs identified through a local planning process.

(b) The local board of education (LBOE) shall provide for **school guidance and counseling services** by:

1. Providing, in grades 9-12, counseling services delivered by a **school counselor** employed full-time, part-time or shared between schools or systems.

2. Developing a **guidance program plan** for each school that shall be reflected in the system's Student Services Plan.

3. Involving the guidance staff in the development and implementation of the system's Student Services Plan.

4. Submitting annually a **School Counseling Program Report**, previously titled **System Follow-up of Graduates Report**, by June 15 to the department.

(c) The LBOE shall provide **School Social Work Services** as follows.

1. Promoting home, school and community cooperation to address the needs of the at-risk student population characterized by poverty, high absenteeism, academic failure, pregnancy, disruptive behavior or other student dysfunctions.

2. Developing a school social work program plan that shall be reflected in the school system's Student Services Plan.

3. Involving school social workers as team members in the development and implementation of the Student Services Plan.

4. Submitting annually a **School Social Work Program Report** by June 15 to the department. Such report shall be a system-level report of the efforts of all school social workers/visiting teachers.

(d) The LBOE shall provide for **school psychological services** as follows.

1. Providing school psychological services sufficient to satisfy federal and state regulations and additional legal obligations incurred through court agreement.

2. Specifying organized procedures for the systematic provision of school psychological services that shall be a part of the school system's **Student Services Plan**.

3. Involving school psychologists in the development and implementation of the Student Services Plan.

4. Submitting annually a **Psychology Services Program Report** by June 15 to the department. Such report shall be a system-level report of services delivered by all school psychology personnel serving the system.

(e) Each local system shall annually update and return to the department **student services personnel lists** of school counselors (K-12), school social workers and school psychologists on the date specified by the department.

(f) All forms required in this rule are available from the department.

Authority O.C.G.A. §19-7-5; 20-2-140; 20-2-150; 20-2-151; 20-2-155; 20-2-180; 20-2-182; 20-2-184; 20-2-185; 20-2-186; 20-2-187; 20-2-200(a); 20-2-201; 20-2-202; 20-2-203; 20-2-240; 20-2-690; 20-2-693; 20-2-695; 20-2-696.

Adopted: September 13, 1990 **Effective: October 17, 1990**

Cross Ref: Rule 160-4-8-.02 (Guidance Services in Grades K-8);
Rule 160-4-8-.09 (Student Advisement)
State Standards: J 3, G 3.2, G 9.1, G 9.2
DOE: Office of Instructional Programs
Division of Program Development and Student Support

Code: JGI

160-4-8-.04 CHILD ABUSE AND NEGLECT REPORTING.

(1) **REQUIREMENTS**

(a) Local boards of education shall adopt and implement a policy and procedures on the identification and reporting of child abuse according to the provisions of O.C.G.A. §19-7-5.

(b) All school system personnel who have reasonable cause to believe that any student under 18 years of age has been abused shall report the suspected abuse to the school social worker/visiting teacher or another person designated by the local superintendent to receive such reports.

(c) The school social worker/visiting teacher or other designee who receives reports shall immediately report in turn to the Department of Family and Children Services of the county in which the student lives and shall notify the school system superintendent of all referrals.

(d) All school personnel who have contact with students shall receive training in the identification and reporting of child abuse and neglect with annual updates in the form of memoranda, directives or other written information.

Authority O.C.G.A. §19-7-5.

Adopted: September 13, 1990 **Effective: October 17, 1990**

State Standards: J 2.1, J 2.2
DOE: Office of Instructional Services
Division of Program Development and Student Support

160-4-8-.08 CAREER EDUCATION.

(1) **PURPOSE.** The purpose of this rule is to require local boards of education to provide career education opportunities to all students in grades K-12.

(2) **DEFINITIONS.**

(a) **Career education** - a process for providing opportunities for the continuous development in all students of positive attitudes toward work, planning and decision making skills, skills to obtain employment, skills required to successfully perform work tasks and the ability to work harmoniously with others.

(3) **REQUIREMENTS.**

(a) The local school system shall provide opportunities for students to:

1. Learn, through school experiences, how one's abilities, achievements and interests relate to work and educational alternatives;

2. Understand the relationship between learning acquired in school and work-related activities;

3. Develop an appreciation for the dignity of all work;

4. Develop the desire to become a producer and contributor to society;

5. Develop skills and attitudes needed for continued learning, career decision making, planning, job preparation, job seeking and career success.

(b) The local school system shall involve teachers and guidance counselors in the career education process by:

1. Using career-oriented content and learning-by-doing activities in the curriculum as a means to motivate and enhance achievement of basic skills.

2. Implementing classroom guidance activities that encourage individual responsibility for personal career planning and a broadening of perceived career choices.

3. Using community and home as resources for learning experiences.

4. Providing opportunities for broadening career options through such activities as career exploration, school-managed volunteer and paid-work experience for credit, development of entry-level job skills and job placements.

5. Relating the fine, practical and liberal arts to work and other life roles and values.

6. Providing students with current, accurate career and educational planning information through such means as computerized information systems.

Authority O.C.G.A. §20-2-151.

Adopted: September 13, 1990 **Effective: October 17, 1990**

State Standard: I 2
DOE: Office of Instructional Services
Division of Program Development and Student Support

160-4-8-.09 STUDENT ADVISEMENT.

(1) REQUIREMENTS.

(a) Each local school system shall provide, beginning no later than the ninth grade, opportunities for students to develop an understanding of the relationship between one's individual career objectives and the program of study one plans to follow.

(b) Each school containing any grade 9-12 shall inform students and parents of curricular options and how these options relate to educational opportunities beyond high school and to individual career goals and needs.

(c) Each school containing any grade 9-12 shall provide annual advisement sessions to review progress and offer alternatives toward satisfying graduation requirements and career objectives.

Authority O.C.G.A. §20-2-131; 20-2-151(b); 20-2-281(b).

Adopted: **September 13, 1990** **Effective:** **October 17, 1990**

Cross Ref: Rule 160-4-2-.30 (High School Graduation Requirements)
State Standards: I 8.1, I 8.2
DOE: Office of Instructional Services
Division of Program Development and Student Support

160-4-2-.32 STUDENT SUPPORT TEAM.

(1) **PURPOSE.** The purpose of the student support team (SST) is to improve the delivery of instructional services to students experiencing problems of an academic, social or behaviorial nature in school and to serve as a resource for teachers and other educators in the delivery of these services.

(2) **DEFINITIONS.**

(a) SST - an interdisciplinary group that addresses the needs of students having problems in school.

(3) **REQUIREMENTS.**

(a) Each school shall have a minimum of one student support team and shall establish support team procedures.

(b) Before a referral is made for other supplemental or support services an evaluation and/or assessment must be conducted.

1. Prior evaluation(s) and/or assessment(s) of a student for a state or federal program shall be considered as having met this requirement.

(c) The SST shall include at a minimum the referring teacher and at least one of the following participants.

1. Principal.

2. General education teacher.

3. Counselor.

4. Lead teacher.

5. School psychologist.

6. Subject area specialist.

7. Media specialist.

8. Special education teacher.

9. Parent.

10. School social worker.

11. Central office personnel.

12. Other appropriate personnel.

(d) Each school shall include the following steps in the SST process.

1. Identification of needs.

2. Assessment, if necessary.

3. Educational plan.

4. Implementation.

5. Follow-up and support.

6. Continuous monitoring and evaluation.

(e) Documentation of SST activities shall include the following.

1. Student's name.

2. Names of team members.

3. Meeting dates.

4. Identification of student needs.

5. Any records of assessment.

6. Educational plan and implementation results.

7. Follow-up and, as appropriate, continuous evaluation.

Authority: O.C.G.A. §20-2-152; 20-2-240.

Adopted: September 13, 1990 **Effective:** October 17, 1990

Cross Ref.: Georgia State Conference of Branches of NAACP v. Georgia (Ollie Marshall case), 775 F.2d 1403 (11th cir. 1985)
State Standards: I16
DOE: Office of Instructional Programs
Division of General Instruction

GEORGIA SCHOOL COUNSELOR EVALUATION INSTRUMENT

TASK I: Establishes and Promotes School Guidance and Counseling Program

Dimension A: *Implements or Assists in Implementing the School-Based Guidance Plan*

* *Subdimension 1:*
Develops a written school-based guidance plan based on student needs

Subdimension 2:
Implements an individual plan of action

TASK II: Implements and Facilitates Delivery of Counseling Services

Dimension A: *Coordinates Counseling with Students in Areas of Need*

Subdimension 1:
Schedules time to provide opportunities for counseling

Subdimension 2:
Adheres to established system policies and procedures in scheduling appointments and obtaining parental permission

Dimension B: *Conducts Individual Counseling with Students in Areas of Need*

Subdimension 1:
Counsels students individually by actively listening, identifying and defining problem(s), discussing alternative solutions, and formulating a plan of action

Dimension C: *Conducts Group Counseling with Students in Areas of Educational, Career, or Personal Needs*

* *Subdimension 1:*
Leads counseling or support groups for students experiencing similar problems

* *Subdimension 2:*
Evaluates effectiveness of group counseling and makes revisions where necessary

TASK III: Implements and Facilitates Delivery of Guidance Services

Dimension A: *Coordinates with School Staff to Provide Supportive Instructional Classroom Guidance Activities that Relate to Students' Educational, Career, and Personal Needs*

Subdimension 1:
Collaborates with school staff in planning and scheduling classroom guidance activities

Subdimension 2:
Conducts or assists in conducting classroom guidance activities related to identified goals and objectives

Subdimension 3:
Gathers evaluative data to determine effectiveness of classroom guidance and student comprehension and makes revisions where necessary

*May be not applicable

Dimension B: *Assists with Preparation of Students for and Interpretation of Standardized Group Testing*

Subdimension 1:
Provides direct or indirect assistance to students preparing for test taking

Subdimension 2:
Provides information and interpretation to students, parents, or teachers on student test scores, if requested

Dimension C: *Ensures that Students Receive Appropriate Career/Life (Educational or Occupational) Development Assistance*

Subdimension 1:
Provides or assists in providing information to students and parents on career/life development

Subdimension 2:
Assists students in their transitions to the next career (educational/occupational) levels

Subdimension 3:
Leads skill-building groups in student self-improvement

Task IV: **Consults with School or System Staff, Parents, and Community**

Dimension A: *Consults with School or System Staff about Issues, Problems, and Concerns Involving Students, as Needed or Requested*

Subdimension 1:
Exchanges relevant information about students or situations with school or system staff

Subdimension 2:
Develops with school staff a strategy or plan for improving the learning environment

Subdimension 3:
Follows up on counseling referrals and consultative sessions

Dimension B: *Consults with Parents about Issues, Problems, and Concerns Involving Students, as Needed or Requested*

Subdimension 1:
Exchanges relevant information about the student with parents

Dimension C: *Consults with Community Resources*

Subdimension 1:
Consults with school and system staff in making referrals to community agencies

Subdimension 2:
Contacts, utilizes, and follows up on referrals made to community agencies

SCHOOL COUNSELOR
GENERAL DUTIES AND RESPONSIBILITIES

I. A. Follows professional practices consistent with school and system policies in working with students, student records, parents, and colleagues

1. Interacts in a professional manner with students, parents and staff
2. Intervenes during student crisis situations
3. Informs students, school staff, parents, and community of school guidance roles, special programs, and the school-based written guidance plan
4. Is available to students, parents, and staff for conferences according to system policies
5. Facilitates home-school-community communication by such means as holding conferences, telephoning, and sending written communications
6. Maintains confidentiality of students and student records
7. Works cooperatively with school administrators, other support personnel, teachers, and parents
8. Models correct use of oral and written language
9. Demonstrates accurate and up-to-date knowledge of content

B. Complies with school, system, and state administrative regulations and board of education policies

1. Conducts guidance and counseling activities at the times scheduled
2. Supports regulations concerning student conduct and discipline
3. Is punctual
4. Maintains plans as required by school policy
5. Adheres to school or system policy regarding counselor absences
6. Involves administration in all aspects of the written guidance plan(s)
7. Implements designated guidance curriculum
8. Demonstrates general knowledge of school curriculum
9. Maintains accurate, complete, and appropriate records and files reports promptly
10. Attends and participates in faculty meetings and other assigned meetings and activities according to school policy
11. Complies with conditions as stated in contract

C. Acts in a professional manner and assumes responsibility for enhancing the total school program, its safety, and good order

   1. Takes precautions to protect student health and safety
   2. Takes precautions to protect records, equipment, materials, and facilities

D. Participates in professional growth activities according to local system policies

   1. Engages in professional growth activities
   2. Applies newly acquired professional knowledge

II. Duties and Responsibilities prescribed by Local System (Optional)

A. ______________________________

B. ______________________________

C. ______________________________

III. Professional Development Plan

In cases where a Professional Development Plan is required for specific needs development, progress relative to completing the annual Professional Development Plan shall be one of the assessments during the annual evaluation process. The evaluation of successful completion of a Professional Development Plan is significant improvement in targeted areas as measured by the next year's GSCDRI.

______________________________ ______________

Signature Date

Student Services Unit
Georgia Department of Education

Georgia Department of Education
Student Services Unit

System Annual Report of Counseling Services and Follow-up of 1990-1991 Graduates

THIS REPORT REQUIRED BY STANDARD J 3

School Year 1991-1992 (FY 92)
(To be used in the FY 93 Standards Application Process)

System ______________________________

Annual Report of Counseling Services

NOTE: This is a report of guidance and counseling services only. Administrative responsibilities and "other duties as assigned" should not be included.

Level: (Please mark only one level) ☐ Elementary ☐ Middle/Junior High ☐ High School

(ONE SYSTEM SUMMARY REPORT SHOULD BE SUBMITTED FOR EACH LEVEL)

A. Tasks/Dimensions
(Number of Activities/Sessions)

Individual Counseling ________
Group Counseling ________
Group Guidance ________
Classroom Guidance ________

(Please add no categories)

Case Categories/Topics
(Number of STUDENT contacts)

Abuse ________
Attendance ________
Discipline ________
Dropout ________
Educational/Career Planning ________
Personal/Social ________
Substance Abuse ________
Suicide ________
Test Preparation/Interpretation ________

(Please add no categories)

B. Tasks/Dimensions
(Number of Activities/Sessions and Participants)

Staff Consultation/Education ________
[Number of Participants ________]
Parent Consultation/Education ________
[Total number of Parents ________]
Community Agency Consultation/Referrals ________

C. Tasks/Dimensions
Number of days (Day = total hours divided by 8)

Program Planning ________
Professional Development ________

D. NUMBER OF COUNSELORS (FTE) BEING REPORTED ON THIS FORM ________

Follow-up of School Year 1990-1991 (FY 91) Graduates

Students Full-time: College ________ Vo-Tech School ________ Other ________

Employed Full-time ________

Unemployed and Not In School ________

Military Service ________

I certify that this report is correct to the best of my knowledge

____
System Administrator

Instructions for System Report of Counseling Services and Graduate Follow-up

General Instructions

1. Please put the name of your system on the report.

2. Please combine data from all counselors, all schools, and for all grade groupings within a level for each system report. Please prepare only one report for each level from your system. (This is not a report by counselor, by school, or by grade groupings within a level)

3. Please send only ONE report from your system FOR EACH LEVEL. If no program exists at a particular level, please put the name of your system on a form, mark that level, and indicate that no program exists at that level. We would like to verify where programs do not exist at each level. The separate reports for each level will allow us to analyze the data for each level and compare a level with other levels and with the state total data. THANKS for this extra effort.

4. Please do not add any categories of data under **Tasks/Dimensions** or **Case Categories/Topics.** We cannot handle data in additional categories, which means the data will not be included.

5. The follow-up report should be completed on the HIGH SCHOOL report only.

Counseling Services

A., B., C.- Tasks/Dimensions - Records yielding counts of the number and types of guidance and counseling activities provided by the counseling staff should be kept to facilitate a response to this requirement. Records should reflect Tasks/Dimensions in the categories on the form, and should indicate the total number of activities or sessions held by category. Tasks/Dimensions often overlap or occur in such a rapid fashion that recording them as they occur may be difficult. Counselors may need to schedule time at the end of each day for record keeping.

Note: "Program Planning" and "Professional Development" should reflect the number of **DAYS** spent by the counseling staff for these purposes. Eight hours equals one day. NO OTHER TASKS/DIMENSIONS SHOULD BE REPORTED IN DAYS.

A.- Case Categories/Topics - Records that will yield counts of the number and types of STUDENT cases handled by the counseling staff for the Tasks/Dimnsions in Section A should be kept. Reports should reflect only the Case Categories/Topics listed on the form. Each student participating in a group activity should be reflected in the total counts. If a student is seen more than once on the same topic, **count the student each time**. Since several topics may be addressed in the same session, counselors should use their judgement **to determine the major topic and record only that topic.** This annual report has been designed to reflect the tasks and dimensions in the Georgia School Counselor Evaluation Program (GSCEP).

D.- Please calculate the number of full-time equivalent counselors being reported on this form.

SEE THE ATTACHED CATEGORY INSTRUCTIONS AND CLARIFICATION OF TERMS

Follow-up of Graduates

This is a **FOLLOW-UP REPORT** to determine what students have actually done rather than a report of what they planned to do at the time of graduation. **PLEASE** make every effort to gather reliable information on each graduate and report that information in the categories on the form.

IF YOU NEED ASSISTANCE, PLEASE CALL (404) 656-2600

Please return by **June 30, 1992**, to:

Dr. Jerry Roseberry, Director
Student Services Unit
Georgia Department of Education
1852 Twin Towers East
Atlanta, Georgia 30334-5040

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Annual Report of Counseling Services

CATEGORY INSTRUCTIONS AND CLARIFICATION OF TERMS

SECTION A. TASKS/DIMENSIONS — *RECORD THE NUMBER OF ACTIVITIES OR SESSIONS*

Individual Counseling - Record the number of sessions for students seen individually. An individual counseling session should consist of active listening, identifying and defining problem(s), discussing alternative solutions, and formulating a plan of action.

Group Counseling - Record the number of sessions, lasting 15 minutes or more, conducted with 3-15 students on specific personal/social support topics.

Group Guidance - Record the number of sessions, lasting 15 minutes or more, conducted with 3 or more students grouped for specific skill building topics.

Classroom Guidance - Record all classroom guidance activities by number of sessions lasting 15 minutes or more.

****

SECTION A. CASE CATEGORIES/TOPICS — *RECORD THE NUMBER OF STUDENT CONTACTS*

Abuse Physical, emotional, verbal, neglect and/or sexual mistreatment of a child.

Attendance Unexcused absences, tardiness, irregular school attendance.

Discipline Anger control, behavior management. Providing remedial intervention, problem solving, conflict management.

Dropout A student who leaves school for any reason except death, before graduation or completion of a program of studies and without transferring to another school, potential and returning dropouts, identification of potential dropouts, prevention techniques.

Educational/Career Planning Maximizing student's understanding of career/life options through self and career awareness, self and career exploration, assessment of personal characteristics (interest, aptitude needs), decision making techniques, post high school planning and financial aid. Also includes orientation, planning skills, educational information, course selection, meeting course requirements for graduation and promotion, placement of students in special programs.

Personal/Social Any personal or social issue not covered in other categories such as self-esteem, inter-personal relations, divorce, etc.

Substance Abuse Use or misuse of drugs or alcohol, assistance regarding substance abuse for self or others, healthy lifestyles, identification/prevention/treatment.

Suicide Suicidal thoughts, prevention techniques, suicide of others, attempted suicide (self or others).

Test Preparation/Interpretation Activities focusing on preparation of **students** for testing and the interpretation of standardized test results.

****

SECTION B. TASKS/DIMENSIONS

Staff Consultation/Education Record the number of system consultations, 15 minutes or more, which reflect interaction with staff concerning student/school needs. This includes student support team meetings and/or counselor-led staff development. Record the total number of participants for all consultations.

Parent Consultation/Education Record the number of telephone or personal conferences with parents. This includes parent education classes and presentations to parent groups. Record the total number of parents involved.

Community Agency Consultations/Referrals Record the number of consultations with or referrals made to community agencies.

SECTION C. TASKS/DIMENSIONS

Program Planning Record in **DAYS** (eight hours equals one day) time spent in comprehensive planning of the guidance and counseling program. Blocks of time included in this count must be at least one hour long. Program planning time would include, but not be limited to activities connected with the school based guidance plan and/or the individual plan of action. Program planning does not include daily lesson planning.

Professional Development Record in **DAYS** (eight hours equals one day) time spent in professional growth activities. Blocks of time included in this count must be at least one hour long. Professional development would include school or system inservices, staff development courses, graduate study, and out of system workshops and conferences.

****

SECTION D. NUMBER OF COUNSELORS REPORTING

CALCULATE AND RECORD THE NUMBER OR FULL-TIME EQUIVALENT COUNSELORS BEING REPORTED ON THIS FORM.

EXAMPLE:

3 HALF-TIME COUNSELORS	*1.5*
5 FULL-TIME COUNSELORS	*5*
1 THREE-QUARTER-TIME COUNSELOR	*.75*
FULL-TIME EQUIVALENT COUNSELORS ----->	*7.25*

State Recommendations

The Student Services Unit of the Georgia Department of Education makes recommendations for the improvement of school counseling programs. Examples include the Recommended Job Description for Elementary/Middle School Counselors and the Georgia Comprehensive Guidance Curriculum, which is available from the Student Services Unit upon request.

# RECOMMENDED JOB DESCRIPTION
for
ELEMENTARY/MIDDLE SCHOOL COUNSELORS

Position Title: Elementary/Middle School Counselor

Qualifications: Valid Georgia professional service certification in school counseling

Reports to: Building Principal, and/or other authorized administrators

Research shows that providing essential and necessary guidance and counseling services to elementary and middle school students will result in higher degrees of school success and completion. In providing these programs and services several principles need to be followed. Counselors shall adhere to national, state, and local statutes, policies, and regulations and the ethical standards of the American School Counselor Association. Counselors shall be accessible for students and their parents during the entire school day.

Realizing that the functions of elementary/middle school counselors have varied greatly and expectations have been unclear, the essential and necessary functions have been determined to be:

Performance Tasks:

I. Establishes and Promotes School Guidance and Counseling Program

A. Implements or assists in implementing the school-based written guidance plan
1. Seeks input/gathers data from students, school staff, and parents in addressing student needs
2. Develops goals and/or objectives to provide a sequential program related to the identified needs of elementary students, including students identified as being "at-risk"
3. Develops a written school-based guidance plan appropriate to the developmental needs of elementary students accommodating individual and cultural differences
4. Writes a specific individual plan of action which focuses on identified school-based priorities
5. Conducts specified tasks as planned and makes revisions where needed
6. Involves administration and staff in the development of the school guidance plan(s)
7. Coordinates a guidance advisory committee for the school

B. Promotes the school guidance and counseling program to students, school staff, parents, and community
1. Informs students, school staff, parents, and community of the school counselor role, guidance program and counseling services
2. Informs students, school staff, and parents of special programs and services related to the guidance program
3. Provides special programs for students appropriate to their developmental needs (e.g. peer tutoring); parent education programs; and staff development activities which focus on the needs of students "at-risk"
4. Informs students, school staff, parents, and community of the school-based written guidance plan goals and activities

5. Presents results of the effectiveness of the school-based plan to school staff, parents, and community

II. Implements and Facilitates Delivery of Counseling Services

A. Conducts individual counseling with students in areas of need
1. Intervenes quickly during crisis situations
2. Schedules time to provide opportunities for counseling
3. Schedules counseling appointments according to school/system policy
4. Counsels students by actively listening, identifying/defining problems, exploring alternative solutions, observing, using developmental play, and/or other appropriate counseling strategies
5. Assists/develops with students a stated plan of action
6. Consults with referral services/community agencies when necessary (see Task IV for further explanation)
7. Initiates and continues a mentoring or modeling relationship with identified "at-risk" students

B. Conducts group counseling with students in areas of educational, career, or personal need
1. Obtains parental consent prior to student participation consistent with local system/school policy/procedures
2. Conducts skill building groups in student self-improvement (peer leadership/tutoring, study skills, test-taking skills, career awareness, peer relations skills, self-esteem, etc.)
3. Conducts support groups for students experiencing similar problems (single/step-parent families, divorce, stress, transitions, etc.)
4. Provides necessary feedback to persons involved consistent with legal and ethical guidelines

III. Implements and Facilitates Delivery of Guidance Services

A. Coordinates with school staff to provide supportive instructional classroom activities that relate to student educational, career, and personal needs
1. Collaborates with teachers on defining the counselor's role in instruction and the teachers role in guidance
2. Promotes student awareness of available counseling programs and activities through classroom sessions
3. Collaborates with media specialist to provide guidance related material for teachers and students
4. Assists teachers in individualizing instructional programs for students with special guidance needs, i.e., loss, transitions, low self-esteem, illness, etc.
5. Coordinates with teachers in scheduling classroom guidance activities
6. Models lessons in classrooms for teachers on topics such as positive reinforcement, behavior management, classroom meetings.
7. Conducts and evaluates classroom guidance activities related to instructional goals and the developmental level of the students, i.e. motivation, self-esteem, test-taking, interpersonal relations, problem-solving, etc.
8. Collaborates with teachers in addressing special classroom problems, i.e., fighting, stealing, personal hygiene, bullying

9. Gathers follow-up data from teachers/students to determine effectiveness of classroom guidance activities

B. Assists with administration of standardized group testing

1. Conducts sessions with students, parents/teachers to provide information and techniques to relieve test anxiety
2. Collaborates with school staff to provide efficient and effective administration of group testing appropriate to the developmental level of the students, i.e., preparing parents as test monitors, holding shorter testing periods
3. Collaborates with school staff to provide positive follow-up experiences to testing, i.e., positive recognition programs
4. Provides assistance to parents/teachers in interpreting and understanding standardized test results to facilitate individual and instructional planning

C. Ensures that students receive appropriate career/life (educational or occupational) development assistance

1. Assists students in understanding their capabilities, interests, skills, and limitations
2. Coordinates the career awareness program of the school
3. Assists teachers in helping students in understanding the relationships between school and life experiences, including relevant vocational information
4. Assists parents and students in preparing for school transitions: school entry, placement in special needs programs, orientation to next school level

IV. Consults with School or System Staff, Parents, and Community

A. Consults with school staff on student problems and concerns as needed or requested

1. Gathers data about the student and identifies "at-risk" behavior from various sources, i.e., records, teachers, parents, peers, school staff, system resource personnel, community specialists, etc.
2. Provides needed information that will help school staff meet individual student needs
3. Develops with school staff strategies to enhance student learning, i.e., classroom management techniques, motivation programs, etc.
4. Participates in the referral process by providing information about the student's social and emotional development
5. Acts as an on-going effective advocate for students
6. Monitors the progress of students who are in programs for "at-risk" students

B. Consults with parents on student problems and concerns as needed or requested

1. Obtains information about the student and identifies "at-risk" behavior from various sources, i.e., records, teachers, parents, peers, school staff, system resource personnel, community specialists, etc.
2. Provides information about the student to parents which enable them to better understand their child's individual needs, accomplishments, abilities, limitations, etc.
3. Develops with parents a strategy for resolving/preventing student problems
4. Follows up on consultation with parents to assess effectiveness and future direction
5. Consults with parents concerning appropriate referrals
6. Plan and coordinate parent education programs

C. *Consults with community resources*
   1. Develops and maintains a listing of community resources/services/agencies
   2. Communicates with community resources/services/agencies
   3. Makes referrals of "at-risk" students when appropriate to in-school specialists or community agencies/specialists consistent with state and local system policies
   4. Follows up on referrals to in-school specialists and community agencies/specialists by acting as a liaison between school and community

V. *Participates in Professional Development Activities*

A. *Engages in professional growth activities*
   1. Attends and participates in continuing education (e.g., workshops/sessions at meetings/conventions, coursework, staff development) appropriate to counselor/program needs
   2. Reviews current research and literature related to children and elementary guidance and counseling
   3. Self-evaluates to enhance skills in areas of need related to written guidance plan

B. *Applies newly acquired professional knowledge*
   1. Shares information acquired through professional growth activities with staff and parents as appropriate
   2. Incorporates acquired information into improved program delivery

Appendix C
Resources

There are many resources available for school counselors to use in K-8 school counseling programs. Many commercial vendors as well as individual counselors have published materials which are useful in school counseling programs. It would be impossible to generate a list of all the possibilities available. The lists that follow include materials which have been recommended by practicing school counselors in Georgia. There is no state approved process for guidance materials, but it would be wise to become knowledgeable about the procedures in your local school system for approval of materials. It would be prudent for school counselors to be aware of concerns in their communities when preparing to use resources that may be controversial. Consult your school board attorney for information about the Hatch Amendment and how that may impact your choice of materials.

Also included in this section is information about materials provided by the state which are part of the Georgia Comprehensive Guidance Program. These materials are available to Georgia school counselors without charge. Ordering information is included.

Suggested Resources for the Elementary and Middle School Counselor

Developed by the Guidance Unit, Georgia Department of Education

Resources developed by counselors

Child Support (Through Small Group Counseling
by Lois Landy (former counselor in Chatham County)
This book is an excellent resource for small group counseling at the elementary level.
Order from Kidsrights, 3700 Progress Blvd., Mt. Dora, FL 32757

I'm No Artist—Bulletin Boards for Counselors
Order from Memphis City Schools, 2597 Avery, Memphis, TN 38112, (901) 454-5200

Getting to Know You and the People in Your Life
by Linda Worley (Cobb County Schools)
Resource on self-understanding for middle school students
Order from J. Weston Walch, Publisher, P. O. Bo x 658, Portland, ME 01404-0658

Adjust the Dial: Changing Self-Defeating Behavior
by Mike Carpenter and Linda McPherson (Cobb County Schools)
Resource guide for middle school students on coping with feelings through cognitive restructuring.
Order from: Dr. Mike Carpenter, 120 River Forest Drive, Fayetteville, GA 30214

Group Counseling for Children of Divorce
by Janice Hammond, Ph.D.
Order from: Cranbrook Publishing Co., 2815 Cranbrook, Ann Arbor, MI 48104

Stress Education Curriculum—Grades K-5 and 6-12
by Jennie C. Trotter (Fulton County Schools)
Order from Wholistic Stress Control Institute, 2074 Sandtown Rd., SW., Atlanta, GA 30311, (404) 755-2956

The Complete Book of Peer Helping—A Guide for Youth Leadership Training
by Barbara Early and Greg Brigman (Gwinnett County Schools)
Order from: J. Weston Walch, Publisher, P. O. Bo x 658, Portland, ME 01404-0658

Counselors Under Construction
by Mary Joe Hannaford(former Director of Counseling, Gwinnett County Schools)
This book is a guide for program development and implementation for the beginning counselor at all levels .
Order from: Petit Publications, 1940 Trumbull Drive, Dunwoody, GA 30338

Ethical and Legal Issues in School Counseling
by Wayne C. Huey and Theodore P. Remley, Jr.
Order from: The American School Counselor Association (a division of the American Association for Counseling and Development), 5999 Stevenson Ave., Alexandria, Virginia 22304

Ethical Guidelines for Group Counselors
Order from: Association for Specialists in Group Work, The American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, Virginia 22304

Note: The following resources were developed by the Counselors in the Gwinnett County School System.

Making It Happen from the Beginning
This book contains useful ideas for counselors to use at the beginning of school.

The Funtastic Book
A compilation of contracts, bulletin board ideas, classroom management activities, games and reinforcement awards.

Creative Survival
Life skills handbook for upper middle students

The Affective Domain
by Joanne Higginbotham DuVall
This book is an excellent guide to preparing and organization classroom guidance lessons at the elementary level.

Commercial Resources

Pumsey in Pursuit of Excellence
an eight week, cognitive self-esteem program for ages 6-8
Thinking, Changing, Rearranging
A ten-week cognitive self-esteem program for ages 9-17
Order from Timberline Press, P. O. Box 70071, Eugene OR 97401

PIC, Practical Ideas for Counselors
An educational newsletter for counselors K-8
Order from: MARCO, P. O. Box 1052, Doylestown, PA 97401

DUSO-R: Developing Understanding of Self and Others
A Program for self-esteem building K-4
My Friends and Me
A program for self-image development for K-1
TAD: Toward Affective Development
A program for affective education for grades 3-6
In a Pickle, Strategies for Problem-solving
Develops problem-solving skills for grade K-6
Order from: American Guidance Services, Publishers' Building, P. O. Box 99, Circle Pines, MN 55014-1796

Puppetry in Education and Guidance
Handcrafted puppets for guidance activities
Order from Milwaukee Mole, Inc., P. O. Box 9543, Fargo, ND 58106

The Magic of Magic
A how-to guide for using magic in affective education for elementary and middle school counselors
Order from Brougham Press, Department 14A, P. O. Box 2702, Olathe, KS 66062

Family Happenings and Conversations
Board games for ages 5-12 which promote feelings expression on family dynamics and change
Order from Kids in Progress, Inc., 2749 Third Street, Eau Claire, WI 54703

Special Topics

Drug Prevention/Education

The No Power for Grades K-6
Prevention program on drugs
Order from PAM Programs, P. O. Box 1004, Warner Robins, GA 31099

My Dad Loves Me, My Dad has a Disease
A workbook for children of alcoholics
by Claudia Black, Ph.D.
Order from MAC Publishing, 5005 East 39th Avenue, Denver, CO 80207

Child Abuse Prevention/Education

Body Rights: A DUSO Approach to Preventing Sexual Abuse of Children K-2
Order from American Guidance Service, Publishers' Building, P. O. Box 99, Circle Pines, MN 55014-1796

Good Touch, Bad Touch
A child sexual abuse prevention curriculum for grades K-5
Order from Hodac, P. O. Box 1004, Warner Robins, GA 310999

Parent Education

Active Parenting
A video-based parent education program for grades K-12
Order from Active Parenting, 4669 Roswell Road, NE, Atlanta, GA 30342

Step and Stepteen
Systematic Training for Effective Parenting
Order from American Guidance Service, Publishers' Building, P. O. Box 99, Circle Pines, MN 55014-1796

You've Got to Be Kid-ding
A video-based parent education program
Order from American Training Center, P. O. Box 3140, Boulder, CO 80307

Teacher Training

STET—Systematic Training for Effective Teaching
Order from American Guidance Service, Publishers' Building, P. O. Box 99, Circle Pines, MN 55014-1796

Computer Guidance Materials for K-8

Counseling Software Guide
by Gary Walz and Jeanne Bleuer
Order from American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304

General and Specific Counseling Resources
Order from ERIC/CAPS Publications, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259

State Published Guidance Materials

Order from Student Services Unit, Georgia Department of Education, 1852 Twin Towers East, Atlanta, GA 30334

Additional resource lists may be obtained from the Student Services Unit, Georgia Department of education. Updates and enhancements to this list may periodically be mailed to local systems.

Georgia Comprehensive Guidance Materials List

1.	Activity Guide Grade K	4.40
2.	Activity Guide Grade 1	4.40
3.	Activity Guide Grade 2	4.60
4.	Activity Guide Grade 3	4.20
5.	Activity Guide Grade 4	4.60
6.	Activity Guide Grade 5	5.45
7.	Activity Guide Grade 6	5.45
8.	Activity Guide Grade 7	6.40
9.	Activity Guide Grade 8	Under Development.
10.	Basic Helping Skills Training Program: Part 1, Self Instructional	3.80
11.	Basic Helping Skills Training Prog. Part 2, Group Oriented Activities	3.00
12.	Comprehensive Guidance Curriculum: Staff Development	7.50
13.	Elementary Guidance Curriculum: Grades K-6	4.50
14.	Guidance Program Assess Procedures for Elementary and Secondary	5.00
15.	Implementing an Advisory Program in Middle Schools	3.00
16.	Middle Grades Job Description (Guide for Development)	1.00
17.	Middle School Guidance Curriculum: Grades 4-8	4.25
18.	Personal Style Analysis for Educators	2.45
19.	Program Planning Guide: Georgia Comprehensive Guidance	5.40
20.	Stress and Time Management for Educators	3.00

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II – Vocational Equity Coordinator
Title VI – Bill Gambill, Associate State Superintendent of Schools, Coordinator
Title IX – Ishmael Childs, Coordinator
Section 504 – Wesley Boyd, Coordinator

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

Student Services Unit
Office of Instructional Services
Georgia Department of Education
1852 Twin Towers East
Atlanta, Georgia 30334-5040
(404) 656-2600

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